1-1-1975

A competency-based approach to humanizing education.

Sandra Beth Sokolove
University of Massachusetts Amherst

A COMPETENCY-BASED APPROACH TO HUMANIZING EDUCATION

A Dissertation Presented

By

Sandra Beth Sokolove

Submitted to the Graduate School

of the University of Massachusetts in partial

fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Teacher Education

May, 1975

A COMPETENCY-BASED

APPROACH TO HUMANIZING EDUCATION

A Dissertation Presented

By

Sandra Beth Sokolove

Approved as to style and content by:

Dr. William Fanslow, Chairman of Committee

Dr. R. Mason Bunker, Member

Dr. Jean Leppaluoto, Member

Dr. Judith Evans, Deans Representative

Dr. H. Todd Eachus, Member

Dr. Louis Fischer, Acting Dean
School of Education

April, 1975

This dissertation is dedicated to the never ending search for Self, and

to my parents who Sowed the seed
to Bill who Enabled me to grow
to the sound of Laughter and joy in the classroom
and to myself who brought it all to Fulfillment.

Special thanks are given to:

Mason, Todd, and Jean, who guided, supported and questioned me.

Dr. George Miller, my colleaque and friend who granted me time to continue my private research and provided use of space and facilities at Lesley College.

Ms. Kathy Kommit, my teaching assistant, for her constant support, insight, and challenging comments.

Ms. Lisa Brager for her technical assistance and responsible effort.

And to the administration and teachers of the cooperating school district who risked involvement in this study and aided in the refinement of both a process and a product.

.....To these people and so many more, I am grateful.

ABSTRACT

A COMPETENCY-BASED APPROACH TO HUMANIZING EDUCATION (May, 1975)

SANDRA BETH SOKOLOVE

UNIVERSITY OF MASSACHUSETTS (B.A.,M.Ed.)

Directed by: Dr. William V. Fanslow

In a time of unprecedented change, one statement can still be made regarding the art of teaching; it is, above all, and interactive process in which learning is the product of the interaction of the learner with the total environment. Within this total environment, the human interaction between the teacher and the student is the most critical. Students' behaviors, values, and attitudes about themselves and the environment are greatly influenced by the students' perceptions of their teachers' behaviors. Consequently, one way of transmitting to children, healthy attitudes concerning themselves and their environment is to select teachers who are involved in their own healthy development and who display a repertoire of behaviors that stimulate and reinforce this process in others.

The specific purposes of this research study were; (1) to identify and validate teaching competencies in the affective domain which would lead to the development of more humane classroom environments; (2) to provide research data that would validate the use of Competency-Based Teacher Education as one viable system of instruction for the transmission of these humanistic behaviors; (3) to add to the related research concerning the effects of pupil gain measures as a criterion for assessing teacher effectiveness; and (4) to provide further research data concerning the specific effects of multiple sources of feedback on the learning process.

In order to test the above mentioned research questions, three methods

of instruction were selected from the field of teacher education models. They were: a Micro-Teaching model; a personal growth model designed by the National Training Laboratories; and a Competency-Based model. The Competency-Based model was of specific concern for it ostensibly provided the most diversified feedback options to the participants.

An indepth assessment procedure was employed that allowed the researcher to assess both the effectiveness of the program(process) and the effectiveness of the teachers' performance (product). A thirty-six item instrument entitled the Classroom Humanization Assessment Questionnaire was used to measure students' perceptions of their teachers' behaviors, both pre-and post-treatment. An indepth Teacher Assessment Questionnaire was used to measure the teachers' perceptions of their own behavioral repertoire, their knowledge of the content presented, and their perceptions of the effectiveness of the training program.

Hypotheses

Thirty-five fifth and sixth grade teachers were selected from a suburban school system and were randomly assigned to three treatment groups and one control group. The behavioral repertoire, obtained from the research was presented to all the teachers.

The three hypotheses that were posed as outcomes for both the control and treatment groups were:

1. The students involved in the control group would develop more negative attitudes towards their teachers over the course of the twelve week period.

2. The teachers' modeling of the behaviors presented in each of the three treatment groups would positively affect students' perceptions

of their teachers' behavior as measured on the Classroom Humanization Assessment Questionnaire.

3. The students' gain scores of the teachers involved in experimental group I (C.B.T.E.) would show a more significant, positive gain when compared with the class data from the other two experimental groups.

In order to test these hypotheses a one way fixed affects analysis of variance on total gain scores was used with the teacher as the unit of analysis. The analysis of variance of gain scores ($p \leq .05$) clearly indicated a significant positive effect ($F = .034$) of the three treatment groups. Also, as initially hypothesized, the control group did in fact record more negative perceptions of their teachers over the twelve week period. This data in itself provides powerful information in support of the value of the treatment. Not only did the treatment intervention block the negative trend apparent in the control group, but it significantly changed students' perceptions of their teachers' behaviors, and of themselves, in a positive direction. There was however, no significant difference between the three treatment groups.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

In a time of unprecendented change--philosophical, institutional, and normative, --one statement can still be made regarding the art of teaching; it is, above all, an interactive process in which learning is the product of the interaction of the learner with the total environment (Dewey, 1937). Within this total environment, however, the human interaction between teacher and student is the most critical. Students' behaviors, values, and attitudes about themselves and the environment at large are greatly influenced by the students' perceptions of their teachers' behaviors (Seidman and Knapp, 1953). Above all else, teachers have the most central role in the development of healthy attitudes and affective responses of their learners (Kahn, Weiss, 1973).

I. Philosophical Assumptions

In designing a research program which has as its main objectives: (1) the delineation of those teacher behaviors which are most conducive to the development of healthy environments, and (2) the development of effective methods of instructions that will allow teachers to acquire those behaviors, it is necessary to clarify certain basic assumptions regarding learning and teaching. One cannot study teaching as if it were an act without moral significance, for every act of teaching represents a philosophical statement (Joyce, 1974).

A. Philosophical assumptions regarding the nature of human beings.

1. Humans are basically positive, healthy, conscious, and future-oriented beings, capable of controlling their behavior, free (within limits) to make choices actively, to view the consequences of their behavior, and to determine their own effectiveness.

2. Healthy persons are engaged in a continuous striving for the understanding of their internal selves. They are intrinsically motiated to fulfill their basic human needs and are committed to the process of self-actualization--the development of their capacities to their fullest potential.

3. Certain parts of a person's inner core are normative for the whole species while others are unique or idiosyncratic. In order for persons to be able to live in harmony with each other and to produce collectively constructive social change they must develop a repertoire of personal processes that will allow them to monitor their own growth, to define their own unique and common responses and to develop positive attidues and values towards the persons and social institutions with which they interact.

B. Assumptions regarding characteristics of learning environments which stimulate healthy interaction (i.e., personal growth).

1. An environment which is free of threat, competition for grades, externally imposed evaluation, and control; one that is rich in both human and non-human resources, and one whose curricula materials focus on the relevant needs and concerns of the learner rather than focusing on the acquisition of specified bits of knowledge and skills.

2. An environment that encourages the definition and clarification of personal goals and values; one that stimulates and guides the process

of self-exploration of one's internal resources (i.e., perceptions of self and others); and one that helps learners to become aware of their own behavior patterns and the effects of such behavior on others.

3. An environment that reinforces such processes as joint decision-making, experiencing, choosing, self-assessment, and risk-taking, as well as the self-initiating of learning experiences that develop out of felt needs of the student--cognitive, affective, and psychomotor.

II. Statement of the Problem

Although, in our western cultures, schools (along with the nuclear family and religious institutions) have the formal responsibility for the development of healthy personal, social, and educational attitudes and values, it is hardly a debateable issue as to whether they have met this responsibility. One need only to look at the current dropout rate, the increase in juvenile crime, drugs, alcoholism, and racism in order to realize that many students are both alienated by the school (Heath, 1971) and feeling bored, "disconnected" (Bessell, 1970), and manipulated (Friendenberg, 1959). Kahn and Weiss, (1973) state: "Students have begun to question the value and relevance of formal education insofar as it prepares them for coping with pressing social concerns and an increasingly more complex technological society (p. 759)."

Although statements of objectives have been clearly delineated for dealing with the affective responses of learners (Dressel, 1960; Havinghurst, 1961; Scriven, 1963), little has been done to formally assure their implementation or to assess their relevance and effectiveness

(Allport, 1967). Furthermore, even the selection of the initial objectives has occurred in a haphazard manner and with little empirical bases. It appears quite clear that the beginning point for selecting and defining objectives must rest in some broad value commitment to the society in which people live (MacDonald and Clark, 1973). Yet, few educational institutions have taken a stand on the social and personal values which they choose to transmit. Consequently, systems for curriculum design, implementation, and assessment have suffered. The real issue is not the need to delineate objectives and create effective curriculum programs, for curricula are just a means, not an end in the development of healthy affective responses in learners. Rather, attention must be focused on the person most responsible for transmitting and developing these healthy attitudes and values in learners, namely, the classroom teacher. Students' affective responses are greatly influenced by their perceptions of observed teacher behavior. Healthy teachers are more likely to transmit healthy attitudes. Reed (1953) investigated the hypothesis which stated that the teacher who is more accepting of him/herself and the environment is the more effective teacher as perceived by students. He obtained a significant relationship between teachers' effectiveness in the classroom and teachers' level of self-acceptance. Murray (1966) investigated the influence of teachers' levels of self-actualization and social values upon students' perceptions of the teachers' concern about them. He reported that teachers who were more self-actualizing and high in social values were perceived by their students as being more concerned about them.

One way of transmitting healthy attitudes concerning self and the

environment and to stimulate children's involvement in their own self-actualization process, is to select teachers who are involved in their own healthy development and who also display a repertoire of behaviors that stimulate and reinforce this process in others.

Based on the research of various humanistic psychologists (Maslow, Roger, Combs, et al.), it is possible to determine internal perceptions--thoughts and feeling--as well as external behaviors of healthy, self-actualized, and fully functioning persons. Further, it is possible to describe specific factors, both environmental and personal, that stimulate and guide this personal growth process. It is, therefore, the contention of this author that if one operationally defines these specific factors (behaviors) and designs a training program that will aid teachers in acquiring these behaviros, they may lead to the creation of healthier, more humanistic environments--environments that will stimulate personal inquiry and growth. It is generally recognized and accepted that healthy behavior is complicated, multidimensional, changing, and idiosyncratic at best. Yet, the research clearly indicates that there is a discernable and universal pattern of behavior manifested by persons whom society has labeled as "healthy"--patterns of thought, perceptions, and behaviors that differentiate them from "unhealthy" people (Maslow, 1958). This pattern seems to represent the central core, or the basic critical behaviors that are necessary, although not sufficient, for growth. (For the description of these specific behaviors, refer to Chapter II). It is not the objective of this research study to "teach" these patterns of behavior directly to the students. Rather, it is believed that such behaviors manifested by the teacher will serve as models with which child-

ren may choose to experiment. More importantly, such teacher behaviors may stimulate interaction between teachers and students and lead to the creation of environments in which personal inquiry, value clarification, and positive attitudes can develop.

III. Purpose of Research

The purposes of this research study are: (1) to identify and validate teaching competencies in the affective domain which will lead to the development of more humane classroom environments; (2) to provide research data that will validate the use of Competency-Based Teacher Education as one viable system of instruction for the transmission of these humanistic behaviors; (3) to add to the related research concerning the effects of pupil gain measures as a criterion for assessing teacher effectiveness. Another concern is to provide further research data concerning the specific effects of multiple sources of feedback on the learning process. The specific questions addressed are:

1. What are the behaviorial characteristics of effective and humane persons as delineated in the research of humanistic psychologists?

2. How congruent are these behaviors with the perceptions of teachers and students?

3. Can these critical teacher behaviors be operationally defined and criteria developed to measure their attainment?

4. Is C.B.T.E., with its multiple provisions for feedback, perceived by teachers as providing the type(s) of critical feedback necessary for personal growth?

5. What effects do video tape, personal, peer, and facilitator

feedback have on the learning of specific skills?

6. What effects does "modeling" behavior have on the development of interpersonal communication skills?

7. Are students able to perceive a change in their teacher's behavior? Do changes in their perceptions of teacher behavior change their perceptions of themselves?

In order to test the above stated research questions, three methods of instruction were selected from the field of teacher education models. They are: a Micro-Teaching model; a personal growth model designed by the National Training Laboratories; and a Competency-Based model. The criterion used in selecting these three methods was the type of available feedback mechanisms which would provide information to the participants regarding their own patterns of interpersonal communication skills as well as the effects of their behaviors, on others. The Competency-Based model is of specific concern to the author for it is believed that this particular model provides the most diversified feedback options to the participants. Of more critical concern though, is the need to employ a method of instruction that will provide a realistic as well as a personalized system of accountability. For "if desirable affective goals are to be realized as a result of the educational process, relevant and formal learning situations (will) have to be developed and the effects of such learning experience will have to be systematically assessed (Kahn and Weiss, 1973, p. 760)."

The field of education can no longer assume that students naturally develop personal growth processes merely by being in a classroom environment. Individual training programs and the teachers themselves must as-

sume the responsibility for developing healthy attitudes and behaviors on the part of their learners. Teachers need to be held accountable, not only for the effects that their behaviors have on others, but for the implementation of strategies that allow students to develop these behaviors within themselves. Since students are the focus of the learning process, they may realistically serve as "assessors" of the system. Their perceptions of their teachers' behaviors may be viewed as one critical measure of overall teacher effectiveness. If the critical skills isolated in this study do, in fact, reflect a pattern of behavior of healthy and humane persons--behaviors that may stimualte and reinforce personal inquiry--then the effective modeling of such behaviors in the classroom may be perceived by students. Furthermore, the modeling of such behaviors may affect students' overall perceptions of both their teachers and themselves. From a training perspective, a Competency-Based model may allow the creators of the system to monitor constantly the relevance of the content presented, the methodologies employed, and the individual's progress through the system.

An indepth assessment procedure was employed in this research program that allowed the researcher to assess both the effectiveness of the program (process) and the effectiveness of the teachers' performances (product). A thirty-six item instrument entitled the Classroom Humanization Assessment Questionnaire was used to measure students' perceptions of their teachers' behaviors, both pre-and-post treatment. An indepth Teacher Assessment Questionnaire was used to measure the teachers' perceptions of their own behavioral repertoire, their knowledge of the con-

tent presented, and their perceptions of the effectiveness of the training program.

IV. Hypotheses

Thirty-five fifth and sixth grade teachers were selected from a suburban school system and were randomly assigned to three treatment groups and one control group respectively. The behavioral characteristics or skills obtained from the research were presented to the teachers as an array of skills that could positively affect the students' perceptions of their teacher's behavior, as well as the students' perceptions of themselves and the total learning environment. The skills were held constant across all three treatment groups.

The following three hypotheses were posed as outcomes for both the control and treatment groups:

1. The students involved in the control group would develop more negative attitudes towards their teachers over the course of the twelve week period in which the research program was in operation.

2. The teachers' modeling of the behaviors (skills) presented in each of the three treatment groups would positively affect students' perceptions of their teachers' behavior as indicated by a positive change in the mean (gain) scores on the Classroom Humanization Assessment Questionnaire.

3. The students' gain scores of the teachers involved in experimental group I (C.B.T.E.) would show a more significant positive gain when compared with the class data from the other two experimental groups.

V. Limitations

a) This study will not attempt to measure teacher changes which are internalized but not acted upon.

b) This study will not attempt to describe which of the optional instructional alternatives (i.e. outside readings, lectures, viewing of video tapes, etc.) the participants selected within the C.B.T.E. group, other than to identify those participants who did not attend the weekly seminars.

c) This study will not attempt to identify for each individual teacher, the specific questions (on the Classroom Humanization Assessment Questionnaire) which received increased positive or negative scores from the students. Rather, mean change scores within groups, and between groups will be discussed. Refer to Chapter V for a complete discussion of these limitations.

CHAPTER II

REVIEW OF THE LITERATURE

As described in Chapter I, the three main purposes of research in this dissertation are: (1) the identification and validation of the behavioral characteristics, or teaching competencies of effective and humane persons as described in the literature of humanistic psychology, (2) the validation of the use of Competency-Based Teacher Education as one viable system of instruction for the transmission of these humanistic behaviors, and (3) the analysis of the use of, or changes in students' perceptions of their teachers' behaviors as a criterion for assessing teacher effectiveness. Consequently, the following review of the literature will focus on the primary assumptions of humanistic psychology regarding the nature of human beings. These assumptions will be operationally defined and presented as objectives for the educational process. Specific models of teaching which operationalize these goals will be described as well as the specific behaviors or skills which comprised the teaching strategies.

The second section will focus on one of the three methods of instruction employed in this research study. A description of a Competency-Based Teacher Education approach will be presented as well as a brief rationale for using such a systems approach for the development of affective behaviors. Part of this rationale is based on the assumption that a humanistic approach to learning is an interactive process that is contingent on consistent and ongoing feedback -- feedback based on perceptions of self, of other persons, and of the total learning environment. Consequently any method of instruction selected for the development of

humanistic behaviors must within itself, contain such systems for feedback. Therefore a review of selected research studies, which delineate those feedback methods that stimulate the learning process, will be presented. The last part of this section includes a philosophical rationale for the use of C.B.T.E. This rationale is based on the conviction that the major assumptions purported by both the behaviorists and the phenomenologists need not be viewed as antithetical forces, but rather may need to coexist in order to study the nature of "personhood" in a more global, intergrated manner.

The last section will focus on the role that perception plays in the self-actualizing process. Since the assessment instrument employed in this study is based on students' perceptions of their selves, their teachers, and their environment, a brief description of perception, as defined in the literature, will be presented along with a rationale for its use as a legitimate assessment tool.

Atlhough three separate literature reviews were conducted, the entire chapter may be conceptualized as an integrated whole reflecting a process-product approach to learning and being. Collectively, the following three sections describe some of the critical personal processes necessary to stimulate and reinforce healthy personal growth; an approach currently available in the field of teacher training that may aid in the development of these processes in both teachers and learners; and an assessment tool that measures the effectiveness and relevance of both the content presented and the methods employed.

I. Humanistic Psychology: A Theoretical Foundation

"There is a profound Western tendency, or perhaps a general human tendency to dichotomize, to think between alternatives or differences (Maslow, 1968, p. 162)." People find themselves in a position in which they must choose either one ideal, theory, philosophy, or another. This type of process usually necessitates the repudiation of the not chosen ideal. For example, in the fields of psychology and philosophy, persons previously found themselves having to choose either the tenets of classical Freudian psychology or those espoused by the behaviorists. However, within the last decade, Abraham Maslow, et al.,* have developed a psychological/philosophical theory which they believe to be an integration of this dichotomy--a more comprehensive, eclectic psychology, which they refer to as Humanistic psychology.

Humanistic psychologists present a fresh, encouraging, and quite positive view of "personhood"--persons who are innately motivated to achieve or actualize their fullest potentialities. It is believed that "man is born good and is organized in such a manner from birth as to need to grow and develop in his potentialities for goodness (Montaque, 1962, p. 4)." Furthermore, "from birth to death, the maintenance of the phenomenal self is the most pressing, the most crucial, if not the only task of existence. Man seeks not only the maintenance of A self--man seeks both to maintain and enhance his perceived self (Combs, Snygg, 1959, p.45)."

---

* This group includes the Adlerians, Rankians, Jungians, Existentialists, neo-Freudians, as well as the influences of the Gestaltists, Levinian psychologists, G. Allport, J. Moreno, H.A. Murray, Marcuse, Szasz, etc., as well as dozens of major contributors such as the phenomenologists, Rogerian psychologists, etc. (Maslow, 1968, p. ix).

The following is a somewhat brief description of the major propositions of this Third Force of psychology as defined by Abraham Maslow, considered by most in the field to be the "father" of the Humanistic movement in this country.

It is possible, said Maslow, to determine scientifically the potentialities and capabilities of human beings, but he stresses the need to begin such an investigation with the most healthy, self-actualized persons. He states: "If we want to know the possibilities for spiritual growth, value growth, or moral development in human beings, then I maintain that we can learn most by studying our most normal, ethical, or saintly people (p. 7)." These persons need not be considered as supranormal, but rather they may be perceived as fully functioning, self-actualized persons, who are intrinsically motivated to become the most that they can possibly BE. Investigators need to study both the internal (thoughts, feelings, values, perceptions) and external (behaviors) characteristics of these persons in order to describe the ways in which they function as integrated beings.

Each human being has an essential biologically based inner nature which is instinctoid or intrinsic. Part of this inner core is normative for the whole species, while other parts are perceived as unique or idiosyncratic. "Each person contains an essential element of distinctiveness and hence unpredictability. Man is a unique, unprecendented, unrepeatable creation (Nash, 1973, p. 4)." At birth, this inner core may be viewed as "raw mateiral" or potentialities rather than a finished product. Further, this inner nature, comprising basic needs, human emotions, capacities, and talents, may be perceived as either neutral or positively "good." As

this self grows and begins to transact with the outside world, these potentialities are shaped by "extra-psychic determinants" such as the family, the environment, and the learning process. Many aspects of this inner nature are either actively repressed due to fear, disapproval, and cultural expectations, or are "forgotten." Therefore, much of this inner core remains unconscious. Repression does not kill these inner needs, but rather they remain as unconscious determinants of future thought and behavior. Moreover, this inner nature possesses a dynamic force of its own and will always strive for open, uninhibited, and spontaneous free expression.

Throughout this actualizing process, Humanists believe that persons are greatly responsible for determining their own make up and sense of identity. It is critical, therefore, that each person discover, or rediscover, his/her own "subjective biology" and proceed to actualize it to its fullest potential. Maslow (1958) states: "We can no longer think of the person as 'fully determined' where this phrase implies 'determined only by forces external to the person.' The person insofar as he is a real person, is his own main determinant (p. 193)."

Furthermore, if this essential core is frustrated, denied, or suppressed, sickness will result. Maslow warns that the blocking of the actualization process is just as dangerous, or "sick," as the classical neurosis. This sickness is not considered innate, but rather like angry, aggressive, and destructive behavior, it is reactive or a response to "bad treatment." To this end, Maslow differentiates between the Freudian type of superego (conscience) and an "intrinsic conscience" (intrinsic guilt). He believes that the former is, in principle, a taking into the

self the disapprovals of persons outside the self (parents, teachers), whereas intrinsic guilt is the consequence of the betrayal of one's own inner nature, and diverts the movement towards self-actualization. The latter process, however, may be necessary for healthy growth; for it may serve as an inner guide towards self-actualization and self-knowledge. Knowing in this theoretical framework is often a subjective state based on persons' internal perceptions of what is occurring around them. People make internal hypotheses based on their own beliefs, values, and perceptions, and then proceed to check them against external conditions. One objective of growth is to reach congruency between the internal and external states. Combs (1972) states:

> The structure of knowledge is personal and idosyncratic. Any item of information will affect an individual's behaviors only to the degree to which they can find personal meaning (or relevancy) in its content. The greater the perceived personal need, the greater the motivation will be and the consequent change of behavior (p. 18).

> The quality of BEING (a healthy, fully functioning person) is more important than the quality of KNOWING. Knowledge is a means of education, not its end. The final test of an education is what a person IS; rather than what he knows (Maslow, 1959, p. 49).

Consequently, behavior in this system is a result of individuals' perceptions and the personal meanings which they attach to them. Self-perceptions are the single most important factor influencing a person's behavior. These perceptions motivate humans to become the best that they are capable of being (Rogers, 1958). The development of healthy self-perceptions can only occur in an environment that is accepting, loving, and respecting. This type of environment will allow the spontaneous emergence of these latent capacities without any interference from conscious

controls. Unlike the intrinsic controls (will, caution, self-criticism) which are necessitated by the laws of the social and natural worlds, conscious controls inhibit growth. "Healthy controls spring out of the necessity for keeping oneself integrated, organized and unified, (and as such) there must always be a balance between such controls and spontaneity (Maslow, 1958, p. 198)."

In addition to healthy versus unhealthy states, Maslow also differentiates between the mature and the immature personality. Immaturity seems to denote the process of gratifying the deficiency needs or just coping with life whereas maturity denotes the transcendency of those needs and the striving towards an ultimate state of BEING and expressing. Growth, from immaturity ot maturity, is not easy and often incurs pain. It requires courage, will, choice, and risk-taking. With regard to normative development of the healthy person, Humanists believe that much of the time, when people are given a truly free choice, they will intuitively choose what is good for their growth. Nash (1973) states:

> Man is a free, unique creature, capable of attaining a self-direction, and a creative productivity that stems from his whole person. His freedom implies responsibility and enables him to choose, to make significant personal choices, to frame purposes, to initiate actions, and to take a measure of control over his life (p. 2).

Persons must also be able to tolerate the frustrations of reality, for dealing with frustrations helps people to perceive their own limits and to perhaps even extend them. Such tolerance permits failure and will allow persons to view their mistakes as a source of growth and learning (Kelly, 1969). Healthy persons may even receive a certain enjoyment from

a good struggle with themselves and others; a "joy" which ultimately may lead to a healthy sense of accomplishment and self-esteem.

Also inherent in this theory of psychology is an intrinsic system of values. People need a validated and usable system of human values that they can believe in, and devote themselves to, because they are true and not because they are merely something to grasp on to (Maslow, 1959). Every human being needs a framework of values, a philosophy of life, basic beliefs that have been chosen freely from among alternatives; beliefs that they can cherish and act upon in their daily lives (Simon, Raths, Merrill, 1966). Such values ("B-Values") include Truth, Beauty, Justice, Freedom, Goodness, Law, and Unity (Maslow, 1959); Awareness, Joy, Intimacy, Competency, and Creativity (Perls, 1970). Human progress towards self-actualization may be viewed as a continual process of achieving these values.

Healthy people are more integrated in still other ways. Cognitively, affectively, and motorically, they merge and are more synergic (i.e., able to work in collaboration without conflict) with the rest of society. This social synergy seems to transcend the dichotomies inherent between technology and humaneness and provides the potential for a healthier society. Healthy persons are "capable at best of interdependence and of being an agent of constructive social change (Nash, 1970, p. 2)." They are our hope for the maintenance of this society.

A. Implications for Education: Humanistic Goals

If the assumptions of the Third Force psychologists are accepted, then we are in fact caught up in a global philosophical change--one that affects our political, economical, and religious, as well as educational

institutions. What then are the implications of such a psychological/ philosophical theory on education? What will be the goals of the educational process?

There are many educators whose chief concern is the efficiency with which they can "implant the greatest number of facts, into the greatest possible number of children, with a minimum of time, expense and effort (Maslow, 1958, p. 180)." These teachers view learning as the acquisiton of associations, skills, and capacities that are external (certainly not intrinsic) to the human character. However, there are those teachers who believe that the "real" goal of education is to facilitate the development of healthy and "authentic" (Moustakas, 1956) human beings who are constantly engaged in the discovery of their own identity; in discovering what their capabilities are and expressing and actualizing them to their fullest potential. These goals seem to be more congruent with humanistic philosophy. Silberman (1970) states: "The goal of education then, is to produce humane beings, whole beings, not automatons or intellects, but thinking, feeling, living, or active persons, persons who can love, feel deeply, expand their inner selves, create, and who can continue the process of self-education (p. 114)."

More specifically, Alschuler (1972) has operationally defined the following four humanistic goals of education. They include: (1) promoting the psycho-social aims of education. This would include the development of a curriculum which would reflect the explicit teaching of positive attitudes, motives, and values--an approach which would facilitate personal inquiry and clarification of values and potentialities. This curriculum would integrate the cognitive, affective, and psychomotor components

at an experiential level. If it is, in fact, "true" that learning is relevant to the students only when they find personal meaning in it (i.e., when they have "feelings" for the information), then the curriculum must incorporate these critical personal concerns. Also inherent in this goal is the realization that each person's inner core contains both "species-wide" characteristics as well as those which are unique or idiosyncratic. Therefore this curriculum must be individualized as well as personalized. It must help each student to explore his/her own internal system as well as to explore and develop an understanding and appreciation of universal characteristics.

(2) To teach students effective and pleasureable processes to reach the goals they choose. Students need a repertoire of skills that will enable them to "get inside themselves" and explore their inner nature. "Introspective biology, getting at our deepest internal impulses, requires us to close our eyes, cut down the noise, turn off the thoughts, and put away all business and just relax in a kind of Taoistic and receptive fashion (Maslow, 1958, p. 186)." We must learn to listen carefully to both our internal signals and external voices. Furthermore, persons must learn to inventory their internal states and bring them to a level of consciousness by verbally describing them. Since growth occurs as a result of interaction with significant others, persons must be willing to disclose their internal feelings and thoughts and allow themselves to "check out" their perceptions with those whom they trust and respect. The reciprocal process would require them to give feedback to the speaker regarding their shared perceptions. Persons can act as clarifiers or "reality checks" for each other.

Inherent in the personal growth process is an intrinsic system of values. Persons must therefore learn to define and clarify for themselves their framework of universal values. This process requires an array of alternatives from which to choose, a willingness to act upon these choices, and a consideration of the consequences of one's behaviors (Rath, Merrill, Simon, 1966). Another "pleasureable process" would include the ability to define a future vocation or a means for determining one's fate or future destiny. "Part of learning who you are, part of being able to hear your inner voices, is discovering what it is that you want to do with your life (Maslow, 1958, p. 185)." This requires the ability to set goals, to allow oneself to take risks, and to evaluate one's own effectiveness.

(3) To teach positive mental health. Beyond those characteristics of self-actualized, fully functioning persons outlined above, G. Allport (1967) offers the following six criteria; (a) the ability to relate warmly to others in both intimate and nonintimate contacts; (b) a widely extended sense of self; (c) a fundamental emotional security and acceptance of oneself; (d) the ability to perceive, think, and act with zest in accordance with outer reality; (e) the capability of self-objectivity based on insight and a sense of humor; and (f) the ability to live in harmony with a unifying philosophy of life (Allport, 1967).

(4) To promote normal development. Based on developmental theories such as those described by Piaget, (Cognitive Development), Erikson (Psychosocial Development), Loevinger (Self Concept), and Kohlberg (Moral Development), educators possess a framework regarding the stages of development through which human beings may progress. Inherent in most of these

structural-developmental approaches (Piaget, 1969, Kohlberg, 1972, Loevinger, 1969), are the following propositions: (a) development refers to the individual progress through a series of organized structures of thought and action which (b) are transformed in an ordering way in ontogenesis through (c) interaction with the social and physical environment and (d) that the process of developmental advance is self-constructed and self-regulated (Turiel, 1973). This implies that development of thought and action takes place through a universal sequence of stages, and, that it is out of the efforts to actively organize experiences that stage changes occur. With specific regard to moral development, these propositions further imply that "children generate their values and conceptions out of their own active efforts to understand the world around them and to organize their social experiences (Turiel, 1973, p. 732)." Kohlberg's theory of moral development (Kohlberg, 1963) which posits this concept of universality, does not support the proposition that moral values are acquired through the internalization of cultural content, but rather states that the individual is an active agent in determining his/her own mental and moral development. Development is viewed as a self-regulated process towards a state of equilibrium--of internal and external consistency. Although he proposes that moral and ethical development can not be directly taught to persons, he does believe that certain environments are more conducive than others to stimulate growth towards the next stage of development. Such environments allow persons to question alternative motives and points of view.

Jerome Kagen (1971) warns that educators must not allow themselves to get caught up in an "ages and stages syndrome;" that is, classifying all behavior according to a pre-determined stage. That type of analysis causes one to lose sight of individual as well as environmental differences.

Bruner (1973), in his theory of "plasticity," contends that when a child's brain has grown sufficiently he will be intrinsically motivated to learn, for learning is a natural process. One can guide it and stimulate it but never control it.

Essential to all of these theories of human growth and development are the beliefs that healthy development is contingent upon healthy environments; that cognitive and affective needs must be attended to, guided, stimulated, and never suppressed. Children, being partially in control of their own growth, need healthy interaction with peers, adults, and the society at large.

B. Models of Teaching

Any educational program must have a unified relationship among its conceptual or substantive components. The frames of reference that teachers explore as philosophies of education of theories of learning must translate into a set of related concepts and behaviors in order to form an overall MODEL of teaching. The individual strategies or competencies within this model must mesh with each other conceptually, practically, and programmatically. Further, any training program must examine these basic teaching strategies and extrapolate the various behaviors (skills) that compose those strategies (Joyce and Weil, 1974).

The author has chosen three such models of teaching, all of which

are founded upon the humanistic philosophy of learning and being and are consistent with the above mentioned humanistic goals of education. These particular models were selected on the basis of both the ease with which they can be implemented in the field and the learning outcomes that can be attained. When one conceptualizes teaching as an interactive process through which students and teachers work harmoniously to create a shared environment, then the selected models of teaching must in themselves philosophically reflect the intended environmental life views. The theoretical premises of each of these three models will follow and will include a description of the strategies involved as well as the specific teacher behaviors that are necessary for their implementation.

1. Awareness Training: A Model to Increase Human Awareness

The ultimate goal of this awareness model is the achievement of Joy, or the feeling that comes from the fulfillment of one's potential. Fulfillment brings to individuals feelings of self-confidence that allow them to cope with their environment. Fulfilled persons perceive themselves as significant, competent, and lovable persons who are capable of handling situations as they arise and are able to develop their own capacities. They feel free to express their own thoughts and feelings and are open to feedback from others. The process of actualizing one's potential is dependent on four integrated functions: (1) bodily functioning; (2) personal functions (development of logical and creative thinking; acquisition of knowledge and experience); (3) interpersonal development; and (4) the individual's relationships to societal organizations (Schutz, 1967). For the purpose of this study, only the strategies involved in interpersonal development will be discussed.

Within the interpersonal realm there are three basic needs* that must be fulfilled. They are the need for inclusion (to be perceived and attended to), control (ranging from the desire for power, authority, and control, to the need to be controlled), and affection (close personal feelings, i.e., love or hate experienced between two people) (Schutz, 1967).

Strategies

The methodology or strategies used in this model consist of group discussion and activities that focus on the above mentioned basic needs. The teacher begins by posing a problem or a task, usually derived from the personal concerns of the learners. All members are expected to participate in the group process. This includes the defining of the issues involved and the generating of alternative behaviors that will allow people to cope with the environment in a more effective manner. An example of a discussion topic may be the use or misuse of power. Through role plays, simulations, or discussion students may be asked to describe how they get what they want from other people. They may then analyze their own pattern of behavior and the consequences of their actions. Then through group discussion alternative behaviors may be generated. The teachers monitor the group experiences and pose questions for analysis.

---

* In the Trumpet Model, designed by Weinstein and Fantini (1970), these basic needs are described as the need for Identity (sense of self), Connectedness (the need for affiliation), and Power, (the need for control over one's self). Palamares and Bessell (1970) in their model entitled, the Human Development Program define these basic human needs as Awareness (of self), Mastery, and Social Interaction.

They are responsible for protecting individual privacy or the over-intensity of interaction. They help students to become aware of their own attending skills and nonverbal cues. They also help students to develop conceptual skills for describing their own behavior and other patterns of interpersonal communication. Teachers also maintain openness and honesty with respect to themselves and the group members. These strategies are dependent on the following skills: attending, listening, disclosing, behavior description, feedback, and generating alternatives.

2. Classroom Meeting Model: A Stance Towards Mental Health

Glasser's thesis, as described in his therapeutic innovation called Reality Therapy, is that individuals have problems because of their failure to satisfy their basic human needs for relatedness (love) and respect (self-worth). Persons are continuously striving to satisfy these needs and when such activity is blocked or restricted, inappropriate behavior will result.

Therefore, to feel worthwhile, one must maintain a satisfactory standard of behavior. Glasser (1965) states:

> To do this we must learn to correct ourselves when we do wrong and to credit ourselves when we do right. If we do not evaluate our own behavior, or have it evaluated, we do not act to improve our conduct where it is below our standards and we will not fulfill our need to be worthwhile. WE will suffer as acutely as when we fail to love or be loved. Morals, standards, values, or right and wrong behavior are all intimately related to the fulfillment of our need for self-worth (p. 9).

Healthy performance is attained by doing what is (1) real, (2) responsible, and (3) right. Actions can be called realistic or unrealistic only when their remote as well as their immediate consequences are considered, compared, and weighed. Responsibility is defined as the ability to fulfill one's needs and to do so in a way that does not deprive others

of the ability to fulfill their needs. An individual's behavior may be considered "right" or appropriate if it matches his own moral and ethical standards and allows him to feel worthwhile.

The process of raising one's performance level relies upon the individual's commitment to action. Individuals are rarely asked why they are behaving in specific ways, but rather they are asked to look at what they are doing now. The critical elements of this process are looking at one's present performance, analyzing the consequences of such behavior (i.e., does it meet acceptable standards), and then generating alternatives for more effective future actions.

Strategies

The methodology or strategy used in this model is called the Class Meeting. The goal of this process is to raise one's level of performance in order to ensure that basic needs for love and self-worth are actualized. Such growth is dependent on one's willingness to become actively involved in the activities. Emotional involvement, according to Glasser (1965), requires more than just caring and being cared for; rather it requires a combination of love and discipline. He states: "In essence, we gain self-respect through discipline and closeness to others through love. Discipline must always have within it elements of love (p. 17)." Therefore, the Class Meeting model incorporates the following six components which reinforce the elements of love and discipline: (1) development of a warm, loving, and supportive environment that stimulates personal involvement within the classroom; (2) the group must concern itself with present behavior rather than just emotions, for only the behavior itself can be improved. When behavior is improved,

the resulting emotions will also change; (3) the child must make a value judgment on his/her own behavior and describe how it serves him/her either positively or negatively; (4) the child must be responsible for generating better alternatives for action; (5) after identifying and selecting a better course of action, the child must make a commitment to enact it; and (6) once the value judgment, selection, and commitment to behavioral change is made, the teacher must exercise discipline and accept no excuse for non-performance.

The Classroom Meeting lasts for approximately thirty to forty-five minutes at least once a week. It allows teachers and students to set aside their ongoing activities and to engage in an openminded and spontaneous discussion of personal, behavioral, or academic problems in an effort to find solutions through collaboration.

The teacher is responsible for: establishing a climate of involvement through his/her active participation; the presentation of central problems; and for helping to set initial guidelines for the group. The teacher is also responsible for "calling" students on specific behaviors, helping them to make value judgments (i.e., to describe their behavior) concerning the appropriateness of their actions, and for helping them to generate alternative courses. Finally, the teacher is responsible for following through with praise or reprimand. This strategy is dependent on the skills of listening, self-disclosure, behavior description, value clarification, and generating alternatives.

3. Nondirective Teaching: A Student-Centered Approach

Central to Rogers' theory of Client-Centerd Therapy is the assumption that individuals are able to handle their own life situations in

constructive ways. Individuals have sufficient capacities to deal constructively with all aspects of life which can potentially come into conscious awareness. The development of heightened conscious awareness is dependent on interpersonal situations. A teacher may stimulate this process by modeling a style of behavior that is supportive to students, that helps students to define their perceptions and feelings, and that leads to the development of a trusting relationship. Such relationships may help students to establish more realistic views of themselves, to be less defensive, and to be more adaptive to new situations and information. In this context, Rogers (1969) states: "Learning is the process in which a new or revised configuration of self is being constructed. It contains perceptions which were previously denied. It involves more accurate symbolization of a much wider range of sensory and visceral experiences. It involves a reorganization of values with the organism's own experience...(p. 193)."

In essence, educators must learn to trust their students and believe in both their instinctive motivations to maintain or enhance their "selves" and in their ability to evaluate their own effectiveness.

Effective teachers will facilitate such growth by adopting each child's frame of reference. This requires teachers to lay aside all the preconceived notions that they may have regarding particular students, for such "old business" may interfere with or distort present interaction. Teachers must invest themselves in the individual perceptions of their students and their life spaces. To do this, they must listen carefully and empathetically to what the children are saying and then reflect back these messages without evaluation or reprimand. "The stu-

dent, seeing his/her own attitudes, confusions, ambivalences, feelings, and perceptions accurately expressed by another, but stripped of the complication of emotion with which he himself invests them, paves the way for acceptance into self all those elements which are now clearly perceived (Rogers, 1969, p. 40-41)."

Strategies

The teacher in a child-centered model is constantly engaged in mood-setting action by asking inventorying questions, clarifying questions, describing ongoing behavior, and reflecting back word and feeling messages from the students. Specifically, the student-centered model requires (1) the creation of an acceptant climate by the teacher, and (2) the development of individual and/or group objectives. An acceptant climate allows students to generate their own purposes and goals for learning. The teacher accepts all purposes, both intellectual and emotional, and endeavors to elicit and clarify them. Further, the teacher helps students to identify their common and unique objectives. The learning experiences are then shaped by these goals and are constantly being assessed and reorganized in the process. Amidst all of the activity the teacher remains a resource person and a functional member of the class. Skills included in this strategy are: attending, listening, empathic responding--parroting, paraphrasing or interpreting student responses, inventorying feelings, feedback, describing behaviors, clarifying values, and goal setting.

The specific interpersonal communication skills were extrapolated from the models and are listed below. A consistant pattern of behavior seems to exist among all of the models. These behaviors are quite re-

flective of those associated with self-actualized persons, as described in the literature, and are also identical to those "pleasurable processes" associated with the goals of humanistic education.

Based on the continuum of behaviors described by Bloom, Krathwohl, and Masia (1956) in their taxonomy of the Affective Domain, the author has placed the skills in a tentative hierarchial order, progressing from awareness of self (attending), to a level of abstract thought and conscious action (generating alternatives, choosing, and acting). For a detailed description of each cluster refer to the Interpersonal Communication Guide, (Appendix 10). The skills were clustered as follows:

Cluster I: Initiating the Affective Climate

a. Attending

b. Active Listening

c. Responding

Cluster II: Eliciting Students' Expressions of Feeling

a. Sharing Disclosure

b. Inventorying

c. Feedback

Cluster III: Clarifying Affective Responses

a. Recognizing Discrepancies

b. Clarifying Response

c. Generating Alternatives

The theoretical framework describing the nature of healthy (self-actualized) persons has been presented, as well as the implications that such a philosophy would have on the educational process. Specific educational goals have been delineated, and models which operationalize

these goals have been described. Futhermore, specific behaviorial characteristics (skills) of teachers have been extrapolated from both the research and the described models and clustered in a tentative hierarchy. It is the author's contention that such patterns of behavior stimulate personal inquiry and growth, and lead to the development of healthy learning environments. It is certainly not suggested that each teacher acquire these skills verbatim or that they model them in an identical manner. Rather, they have been presented as an array of behaviors that consistently seem to stimulate personal interaction, and are necessary in order to implement any of the above models of teaching. Their validity as critical behaviors will be judged by their outcome measures--the effects that they have on students' perceptual fields. It is held that if teachers acquire such a repertoire of behaviors, they will indeed be more effective and intentional in interpersonal interactions. The role of the effective humanistic educator involves a dual process: (1) the need to intentionally design goals that will nurture the self-actualizing process, and (2) the modeling of a pattern of behavior that is reflective of intentional teaching. Ivey (1970) states:

> A person who acts with intentionality is one who possesses the ability to act on his/her environment, one who can generate alternative native behaviors in a given situation, and approach the problem from different vantage points as he/she receives environmental feedback. He/she is not bound to one course of action but responds aptly to ever changing life situations. He/she acts freely and spontaneously. The effective teacher who acts with intentionality is constantly mixing thinking, and feeling approaches with children in new and unusual ways (p. 280).

Intentional teaching can only be defined by the actions of the teachers, and these interpersonal skills may serve as a viable criterion for assessing the effectiveness of such actions.

II. Compentency-Based Teacher Education

In order for any method of instruction to be consistent with the goals of a humanistic approach to learning (i.e., seen as a self-actualizing process), it must contain, at minimum, the following components (Combs, 1969; Patterson, 1974):

1. Input (content) must be based on the perceived needs of the learner (cognitive, affective, and psychomotor)
2. Student involvement in all decision-making policies
3. Individualized programming
4. Experiential orientation
5. Multiple choice of learning experiences
6. Room for error without fear of failure
7. Continuous and consistent feedback
8. Open and flexible systems for self-evaluation

A method of instruction which ostensibly seems to be consistent with the above conditions is a Competency-Based design.

A. Description of a Competency-Based Teacher Education Design

Competency-Based Teacher Education is a system of instruction which has as its central purpose the development of specifically described knowledge, skills, and behaviors that will enable a teacher to meet performance criteria for classroom teaching. Each competency attained by the teacher is related to student learning and can be assessed by the following criteria:

1. knowledge criteria that assess the cognitive understanding of the teacher

2. performance criteria that assess specific teaching behaviors
3. product criteria that assess teachers' ability to examine and assess the achievement of their pupils (Elam, 1973).

The competencies (knowledge, performance objectives) to be demonstrated are made public in advance, are derived from explicit conceptions of teachers' roles, and are stated so as to make possible the assessment of a teacher's behavior in relation to specific competencies. The criteria employed in assessing these competencies (objectives) are based upon, and in harmony with the stated objectives, explicit in both expected levels of mastery and learning conditions. There exists, though, enormous room for flexibility and change. The criteria are also made public from the onset of the experience. Assessment which strives for objectivity, uses performance as a primary source of measurement.

B. Rationale for the Use of Competency-Based Teacher Education

Competency-Based Teacher Education is one viable system for presenting relevant and individual competencies; cognitive (knowledge), affective (feelings, values, attitudes), and performance (behavior) competencies which reflect the needs of the students, the institutions, and the society at large. This system, with its specific objectives and multiple instructional alternatives, can in fact, expose learners to a variety of techniques and increase their repertoires of pleasurable and effective processes. It reinforces the notions of choice, responsibility and individual uniqueness.

A Competency-Based Teacher Education program has a "trasparent" curriculum in that the desired end behaviors are made public and the learners know what is generally expected of them from the onset of the

learning experience (Cabrera, 1974). The learners can take responsibility for developing their own goals (based on perceived needs), and also for designing individual instructional activities that will enable them to achieve successfully the completion of their goals.

As noted by Cabrera (1974), basic to the humanistic approach is recognizing the need for a systematic approach that is consistent. Competency-Based Teacher Education, as a systems approach to learning and teaching, is obviously consistent in that each learning module has a built-in "feedback loop" that provides continuous feedback to the students regarding their progress and achievement. It also allows the faculty to be consistently aware of the program's relevance and effectiveness. Students rarely find themselves competing against one another, but rather only with themselves.

In addition, each of the learning modules provides for multiple exit and recycling routes. If the students have not achieved mastery of their original objectives at the end of one learning experience, there are always multiple routes for re-entry into the process. Failure is seen as a positive part of the learning process and is never penalized.

Also fundamental to the humanistic effort is the belief that teaching is a whole process composed of several interrelated strategies (Joyce, 1974). A Competency-Based Teacher Education system allows teachers to master each of these strategies in their own unique way. Furthermore, the individual components or modules "actually compose a matrix, each part of which is interdependent with other parts in an integrated whole (Cabrera, 1974, p. 51)." For example, sets of objectives may be viewed as behavioral standards that are part of one philosophical model of teach-

ing. A Competency-Based approach is a system of instruction and by no means mandates a prescribed or standardized curricula.

C. Feedback Systems

Based on the assumption that personal growth is an interactive process, then feedback or information from others which tells a system (mechanical or human) what the result of its behavior has been on others is an intricate part of the process. Only by processing the feedback can the system know what adjustments need to be made in order to assure the reaching of its goal (Peck and Tucker, 1973).

What form (or combinations) of feedback systems stimulate the learning process? Some interesting trends have emerged in the research concerning the effects of performance feedback on students' mastery. Millet (1969) compared the effectiveness of four teacher training procedures--unstructured discussion, oral instruction, video tape demonstration, and a combination of oral instruction and video tape demonstration--and found significant results when the last combination was used. Students responded most positively to oral instruction combined with video tape demonstration. Steinback and Butts (1968) studied the relationship between teaching practice with peers, or with children, and the presence or absence of feedback about the teacher's performance to the achievement of teaching competencies. The data reflected a significant (positive) difference between those teachers who taught students as opposed to those who taught their peers. Teachers seem to value the feedback received from their students more than that received from their peers and adapted their lessons accordingly. Tuckman and Oliver (1968) also validated the use of pupil feedback and stated that the additional input of the super-

visor, along with student feedback, did not produce any changes in the teachers' behavior, and, in fact, seemed to produce a negative effect when used alone.

Steiner (1967) added further that feedback from students and/or peers was more effective than self-appraisal. Other studies agree that solitary self-confrontation with feedback information is ineffectual, or much less effectual than when a second person participates in the feedback process (Peck, Tucker, 1973). In this situation of self-confrontation, teachers either become overly critical of their behavior or develop "blocks" to the effects that their behaviors have on other persons. Verbal feedback from another person must be added to self-observation before behavioral changes are achieved. Veldman and Richeh (1966) discovered that merely listening to tape recordings of one's teaching interactions did not reduce the discrepancies between teachers' self-ratings and rating by observers. The critical feedback mechanism in that study consisted of audio playback accompanied by peer or supervisor feedback. Morse, Kysella, and David (1970) further suggested that the critical feedback source in the learning process was derived from personal conferences with the facilitator and/or students. Acheson (1965), in his studies employing video feedback, stressed the use of supervisory feedback as one of the critical factors. He concluded that a combination of both video and supervisory feedback proved to be more effective in producing behavioral change than video feedback alone. Lastly, Tuckman, McCall, and Hyman (1969) found that the more a teacher's self-perception disagreed with the facts about his actual teaching behavior, the more likely the teacher was to change his self-perceptions in order to match

the observed facts.

Based on this brief account of research findings, it is suggested that C.B.T.E. may, in fact, be an effective and humane training model. Its basic design allows for the incorporation of all of the above mentioned modes of feedback, i.e., video tape feedback, peer feedback, facilitator feedback, self-analysis, feedback from students, audio tape feedback, personal conferences.

D. A Philosophical Reconciliation

Any instructional methodology also denotes a philosophical stance. Competency-Based Teacher Education, as a systems approach concerned with observable, measurable performance, is considered to be behavioristic in origin and theory and is therefore ostensibly antithetical to the humanistic philosophy of learning and being.

For many humanistic psychologists, observable behavior is merely an end product and does not reflect what is known or felt by the learner. "Behavior is a sympton, a function of individuals perceptions of the world and the personal meanings that they attach to the events (Combs, 1972, p. 18)." Therefore, changing persons' behavior without changing their perceptions is unlikely to produce any permanent change. But, there is a problem in the persistent tension between unique personal meanings that individuals give to events and the general standards of behavior that society demands of them. No person lives entirely unto him/herself, for everything that one says and does, every interaction that one engages in, has consequences for other persons. Therefore, "membership in society implies obligation through measurable performance (Nash, 1973, p. 6)."

A minimal investigation of some of the dimensions of radical behaviorism as expounded by B.F. Skinner et al. will reflect similarities between the two philosophies and hopefully lay the groundwork for healthy reconciliation. Radical behaviorists are primarily concerned with the contingent relationship between environmental variables and behavior. Events are considered controlling variables when they are related to the frequency of the occurrence of specific behavior. They believe that an analysis of such functional relationships involves manipulation or control of specific behavior. Such need for control of behavior, however, does not negate the importance of genetic or constitutional factors in human functioning, nor does it lead to the hypothesis that all behavior is controlled by reinforcement (Day, 1969).

Radical behaviorists are resistant to any type of mentalistic or hidden epistemology. Instead, they propose a new epistomology of their own; one that seems to be anti-ontological. They look for operational definitions of observable events that act as discriminative stimuli in controlling apparent behavior. Day (1967) states: "In attempting to discover these functional relationships, the radical behaviorist does not accept any a priori logical assumptions of a universe that is orderly in a mechanical sense...(p. 318)." Furthermore, the objects or events associated in a functional relationship are not seen as having a permanent identity as real elements of nature. Therefore the systematic collection of such relationships does not compose an integrated and "whole" view of human interaction with the environment.

Significant knowledge consists of, at minimum, a partial identification of the inherent nature of the object under investigation. Day

(1969) states: "It is as if in verbalizing our knowledge of things we have always to express an identification of one or another aspect of the permanent structure of nature (p. 319)." Radical behaviorists do not admit that useful knowledge may be derived form mere human experience with material objects.

The radical behaviorists place a heavy value on environmental variables and believe that the slightest difference in stimulating conditions may lead to gross differences in behavior. Therefore, they wish to trace the environmental chain of events that act upon the individuals and ultimately cause them to speak and act as they do. They believe that only when one traces these observable antecedents of behavior back to the environment can one objectively understand human motivation.

The method of scientific inquiry employed by the behaviorist is one of direct observation of public behavior. This process may extend from simple description, to the identification of controlling variables, or to the complex behavior of deciding which of the variables is to be manipulated. Critical to this process is the observation of behavior in progress--for it is only in this manner that stimulating conditions which evoke behavior (response) can be assessed.

Another aspect of radical behaviorism, as with the other forces of psychology, is that espousal of its assumptions are contingent on verbal behavior. Verbal behavior is in itself both a reflection and a transmitter of cultural values and norms (Chomsky, 1959). For example, the words used in describing the functional analysis of behavior--stimulus, response, controlling variables--have not been very consistently differentiated by whatever factors govern the way in which people learn to talk

(Day, 1969). In other words, behaviorists are themselves no more than behaving organisms whose actions are controlled by the same variables which motivate and control any other aspect of complex human behavior. Radical behaviorists, therefore, conduct functional analyses of their own behavior. They recognize that the particular interpretations that they make will be a function of their own past experience and social conditioning, yet they believe that the further analysis of their own responses will generate a new set of guidelines for controlling behavior. Day (1969) states: "Whatever is said is as such a manifestation of complex human functioning and is consequently the legitimate objective of behavioral investigation (p. 320)." Even the most mentalistic language would be useful for such scientific investigation as long as one assesses the observable events that act as discriminative stimuli in eliciting such behavior. If all verbal behavior (no matter how private its subject matter), is to some significant extent controlled by the environment, then the analysis of such verbal behavior may be the most convenient way to assess significant aspects of human knowledge, including self-knowledge.

Based on this very brief outline of some of the basic assumptions of behaviorists, there is nothing inherently incompatable with humanistic psychology. In fact, there are many ways in which the major proponents of each force of psychology need each other. By combining the analysis of externally observable behavior with internal meaning and experience, scientists may study man as a total, integrated whole.

A meaningful reconciliation would require measurement of new phenomenological variables, employing "thoroughly objective measures whose

results are publically replicable, using methods which are strictly operational (Rogers, 1969, p. 319)." Specifically, such investigation would require extensive descriptive analysis of verbal behavior and the observable events that are likely to be identified by the speaker as his own conscious experiences, subjective feelings, or his private hopes, fears, and aspirations (Day, 1969). Any scientific investigator, behaviorist or phenomenologist, is looking at and responding to behavior, both his/her own verbal and nonverbal behavior patterns as well as those under investigation. Such behavior is to some extent under the control of certain environmental forces and these forces, as well as their effects upon behavior, must be determined through careful observation. To this extent, Day (1969) states: "Careful description of such functional relationships can have a strong influence upon the extent to which inner mental processes are called upon in the explanation of behavior (p. 325)." Psychological tests could be used in such an analysis to measure specific samples of behavior which are believed to be reflections of inner states. Observational data must also be collected regarding prior and present environmental stimuli that may be influencing the behavior. In order for any meaningful change (growth) to occur, the investigator must be aware of the realtionship between the environment and the ultimate behavior discussed. Such descriptions may prove to be more effective than mere verbal interpretation of these mental states. The most effective way to change a mental condition may be to try to change other more conspicuous aspects of behavior first, then the desired changes in covert behavior may occur as a result.

III. Students' Perceptions as a Measure of Teacher Effectiveness

The current research in teacher education reveals little consistent or significant data as to what constitutes effective teaching. Many researchers (Ryans, 1960, Smith, 1961; Sprinthall, Whiteley, Mosher, 1966; Gage, 1968) have studied procedures employed by teachers and then assumed that these processes were related to pupil growth. Perhaps the greatest deficiency of this research on teacher effectiveness was the failure to use student outcome measures as a criterion. "A focus on pupils reveals far more about the effectiveness of the teacher than direct study of the teachers themselves (McNeil and Popham, 1973, p. 218)." Although there has been tremendous support for the use of such outcome-based measures by both professional associations (AERA, 1952; AACTE, 1974), and individual researchers (Cohen and Brawer, 1969; Turner, 1972; Weber, 1973), the idea has been met with a great deal of reservation and skepticism. Concerns seem to focus on technical issues, such as the adequacy of measures for assessing a wide range of pupil attitudes and achievements at different educational levels (Flanders, 1965), as well as philosophical differences regarding the selection of desirable changes to be sought in learners (B.B. Brown, 1966), or the specific teaching behaviors by which pupil gain can be maximized (Rosenshine, 1968). The preceeding sections of this chapter addressed these philosophical issues regarding the selection of desirable changes to be sought in learners as well as the specific teaching behaviors by which pupil gain can be maximized. This last section will address the aforementioned technical issues regarding the use of adequate assessment tools.

In order to assess the effectiveness of teacher behavior in this research study, the Classroom Humanization Assessment Questionnaire (Campbell, 1974) was select It measures student' perceptions of themselves, their teachers, and the learning environment. In validating the use of such an instrument, it is necessary to define the role that perception plays in the self-actualizing process, as well as to develop a rationale for the use of perception as an assessment tool.

A. Significance of the Role of Perception

The ability to define and describe one's own perceptual field is central to the self-actualizing process for it brings to a conscious level the internal feelings and attitudes that motivate one's behavior. This process of perceptual definition is dependent on one's willingness to interact with other persons. For it is only through the mutual acts of disclosure and feedback that persons can clarify their own perceptions. Kurpius (1971) states:

> As persons progress through their development they are acquiring new material for both their internal and external selves, they are maintaining selected portions of their internal and external selves, and they are experiencing the stage of change or modification in which human beings decide both consciously and unconsciously how to change themselves as persons. The uniqueness of the acquisition, maintenance, and modification of self is related to the fact that only through interaction with other human beings can these human stages be activated (p. 248).

This process of human interaction is an especially critical one in the classroom environment. Teachers must be aware of both their own and their students' internal perceptions, intentions, preferences, and beliefs if they are to fully understand what motivates behavior. If behavior is a funtion of the personal meaning attributed to external events, then these perceptions must become the center of the teaching-learning situation

(Combs, 1962). "It makes little difference what the teachers' intentions are and how 'good' the methods are that they use. If they fail to see what meaning their behavior has for students they will not be able to understand their reactions to them (Jenkins, 1960, p. 165)." Furthermore, if a student does not feel that the teacher and classmates accept and value him, his psychological and intellectual growth may be restricted along with his desire to interact with the classroom environment. Perceptual awareness also aids self-definition, for it is "only through the mutual disclosure of purposes can man increase the reliability of the prognosis of his own individual purposes (Cantril, 1968, p. 9)." Perception may be defined as:

> ...an awareness or interpretation of a situation (stimuli) in terms of which the individual responds and which he maintains or modifies in light of his experience. It involves a selective element, for not all aspects of the situation come under the perceiver's scrutiny. It calls for an association of meanings with sensory stimuli which in many cases has an emotive or affective quality (Estvan and Estvan, 1959, p. 5).

Due to the evolving nature of the study of perception, there appear to be several different attempts at conceptualizing the perceptual process. There do exist, however, certain areas of commonality.

1). The nature of the perceptual process is individualistic. Regardless of the nature of the objects or events being perceived, the perception is dependent upon the individual perceiver. These "perceptions will not be brought out unless the climate is safe. No one can force them out. They come out only when the perceiver feels that he wants them to be present...(Combs, 1962, p. 70)."

2). Perception is a <u>purposive</u> activity for each individual. It is

"an implicit awareness of the probable consequences an action might have for us with respect to carrying out some purpose that might have value for us (Cantril, 1968, p. 7)."

3). The perceptual process is also selective in that persons choose to see and hear that which has personal meaning for them. Persons tend to perceive other persons as units. They do not see an individual's specific traits and then organize them to form a general impression, but rather they get an almost instantaneous general impression (Smith, 1968).

Bruner's (1963) notion of perception embodies both individuality and selectivity, although not explicitly. He defines perception as an act of categorization. He states (1963): "Whatever is perceived is placed in and achieves its meaning from a class of percepts with which it is grouped (p. 42)." Such a categorization process is dependent on a degree of perceptual readiness. Such a degree of readiness refers to the relative accessibility of categories to afferent stimulus inputs. Bruner (1963) describes four mechanisms which are used in dealing with phenomena of perceptual categorization. They are: grouping and integration, access ordering; matching-mismatching; and signal utilization and gating.

Certain technical problems are involved in the perceptual process itself which oftern makes it difficult to define or describe specific perceptions. For example, the large number and very nature of the discrimination acts demanded of the subject in the emotional-judging tasks is quite complex. It is often difficult to discriminate between emotional states such as fear and anger. Furthermore, Whitfield (1973) has provided certain evidence that some children have severe difficulty in discriminating or identifying the appraisal behaviors used by their teachers.

Another technical issue deals with the individual's ability to assimilate cues in order to make inferences about the internal states of the person being perceived. Most of the information available, though, indicates that the more information about the situation in which the emotion is being expressed, the more accurate and reliable are the perceptions (Goldberg, 1951). Accuracy of perception in this context may simply mean that a particular judge shares the most common bias found among his fellow judges (Bruner and Tagiuri, 1963).

The process of assimilating cues is quite complex in that there is a wide array of stimuli (cues) involved in visual discrimination. From (1971) states that both material and mental entities are at work in perceptual formulation. "Material entities are those entities which generally take on some overt action property. They are expressive outlets for the mental entities. Mental entities, however, are covert and are evidenced through a material entity (From, 1971, p. 20)." Most persons perceive or attend to the actions and expressions of others through both verbal and nonverbal cues. These cues include facial expressions, gesticulations, body positions, movements, and voice inflextions. From concludes:

> In our everyday perceptions of the emotions of others, the material aspects of the experience usually include much more than 'brief' perceptions of facial expressions. In most cases we are dealing with a definite sequence...of the expressive movements. The expressive behavior is distinguishable from those patterns of behavior that are perceived as actions because expressive behavior does not appear as guided by a purpose or a meaning, except in the special cases where a person intends to show his feelings (p. 20).

Galloway (1962) also describes expressive behavior as a series of nonverbal cues. He states: "Occurring in the subliminal nonverbal channels of communication, there are manifold silent and hidden interplays of

feelings, thoughts, and attitudes. Such a process might be properly called unconsciously felt perceptions (p. 26)." He further suggests that these cues need to be identified, for they carry strong meaning for both the sender and the perceiver. Huxley (1966) suggests that the systematic training of perception (the act of watching and receiving these cues) should be an essential element in all educational processes, for perceptions are critical components of persons' internal and external states and require special attention.

Warr (1968) presents three major distinctions between perceptions and attitudes, two terms that have often been used in an undifferentiated manner. In studying perception, he states that attitudes are generally taken to be relatively permanent structures which are resistent to change. Secondly, attitudes may have as their objects more general or abstract entities than do perceptions. Last, perceptions occur only in the presence of stimuli, whereas attitudes are not dependent on the presence of such stimuli.

B. Related Studies on Students' Perceptions of Teacher Behavior

Although a wide array of research studies exist concerning the perceptual process, there are a limited number that specially address students' perceptions of their teachers' behavior. The following section describes a few of the more significant studies that have been conducted addressing this specific issue. Although each study is concerned with different classroom variables, all of them have employed student perception as a criterion measure.

Medley and Klein (1957) wished to determine if a pupil-reaction in-

ventory could be constructed that would yield information about classroom behavior which was independent of the pupils' general attitude toward the teacher. Items in the inventory were designed to elicit the students' overall feelings about their teachers. The remaining items were intended to measure both pupil and teacher behavior. They concluded that "pupil responses to questions about the classroom can yield information, not only about pupils' feelings for the teacher, but also about what actually happens in the classroom (p. 319)."

Estvan and Estvan (1959) conducted a study in which pupils were asked to share their perceptions of various life situations. Life-Situation Picture Series consisting of fourteen scenes was used. One portion of this study concerned itself with students' perceptions of the school setting. A school room picture was included to elicit ideas concerning human relationships experienced by children in school. One of the major conclusions drawn from this study states:

> It appears that children are not as fond of schools as adults would like them to be. The fault does not lie in their disregard for learning as such. Rather, it seems to be based on the kinds of things pupils do in school, the way they get along with others, and the evaluation made of their efforts (p. 219).

Munsee (1962) wished to ascertain: (1) the relationship between the pupils' perceptions of the teacher and the factors of intelligence, skills for academic work, and personality adjustment of the pupils; and (2) the relationship between pupils' perceptions of the "real" teacher and "ideal" teacher. A Q-sort method, which contained a total of thiry-six statements describing how a pupil might perceive a teacher, yielded that the higher the I.Q., skills, and personality adjustment scores were of the students,

the more positive were their perceptions towards their teachers. Also, those who saw the teacher positively, saw the "ideal" teacher more nearly like the "real" teacher.

Davison and Lang (1960) used a adjectival check list as a means of recording students' perceptions of their teachers. They were most concerned with the relationship between children's perceptions of their teachers' feelings towards them and the students' self-perceptions, academic achievement, and classroom behavior. Major findings concluded that: (1) children's perceptions of their teachers' feelings towards them correlated positively and significantly with self-perception (i.e., the more positive the children's perceptions were of their teachers' feelings, the higher the students academic achievement scores, and the more desirable was their classroom behavior as rated by the teachers); and (2) girls generally perceived their teachers' feelings more favorably than did boys.

As indicated in the studies described above, students perceptions can be used as an assessment index. Furthermore, regardless of the specific instrument used (i.e. inventories, picture series, Q-sorts, adjectival checklist) it was determined that students perceptions of themselves, their teachers and their environments do effect their learning process. Such research data not only validates the use of the perception-based Classroom Humanization Assessment Questionnaire used in this study, but it also implies that a positive change in student perception may denote a positive change in the effectiveness of the learning process.

C H A P T E R I I I

PROCEDURE

This chapter describes the procedures involved in developing the program of instruction which is central to this experimental dissertation. It includes the processes employed in the recruitment of subjects; the selection and revision of the assessment instrument; a description of the three methodologies employed in the treatment groups; as well as a detailed list of the events involved in the weekly treatment programs. Finally, the procedures used for the collection of data will be presented.

I. Selection and Recruitment of Subjects

The selection of the population was contingent on several factors. First, the student population needed to be confined to upper-elementary age children who could both read and respond in writing to the Questionnaire. It was also necessary for these students to have reached a stage in both their cognitive and affective development that would allow them to deal with abstract thought. Piaget, (1967), for example, associates such abilities with a Formal Operations period (or transitional Concrete Operations) beginning at approximately ten or eleven years of age. Such an age group would be equated with a fifth or sixth grade population.

A second factor to be considered was the proximity of location to Lesley College (Cambridge, Massachusetts) where the program was to be conducted. Consequently, a nearby (middle income) suburban town was chosen. Due to the fact that the author had previously been an inservice consultant to the Pupil Personnel Service in that school system, the

idea of such an inservice program was readily and enthusiastically accepted.

Listed below is a calendar of events in the recruitment of the population. On each occasion the author personally:

June 10: Met with the superintendent and assistant superintendent of the school district and presented the proposal for the inservice workshop. Proposal was accepted and inservice credit for participation in the program was granted. (Appendix VI)

July 11: Appeared before the elementary school principal's meeting. The proposal was presented and met with enthusiasm. Support for the program was given although none of the principals chose to become involved in the recruitment of teachers.

July 24: Met with the local president of the state teachers' association and again presented the proposal for the inservice program. It was met with enthusiasm and the program was listed in a circulated newsletter to all elementary inservice teachers.

August 1: The initial recruitment letter was mailed to all fifth and sixth grade teachers in the entire school system.

September 2: Met with all the counselors from the Pupil Personnel Services. The superintendent felt that it was necessary to inform these people as to the nature of the program and the type of instrumentation that would be used with the students.

September 3-6: Made individual site visits to the schools, following up on the returned letters, and personally recruited additional subjects. (Possible population=64; initial response=24; needed number of subjects=40).

A table of subjects (coded for protection of identity) and their distribution in treatment and control groups is found in Appendix I.

II. Selection of Instrument

The primary rationale for the selection of the Classroom Humanization Assessment Questionnaire was to provide further data on the validity and reliability of the instrument designed by Campbell, (1974). The

twelve categories of humaneness described in the instrument were synthesized from the related literature search and are those which have been consistently mentioned and agreed upon by authorities in the field of humanistic education (Campbell, 1974).

The initial premises of both research projects are quite similiar in that both assume that "student input is considered to be one of the necessities in establishing the type of relevance which is a prerequisite for total educational effectiveness; and that feedback from students could provide teachers with useful information in their attempts to develop a personally meaningful repertoire of communication skills (Campbell, 1974, p. 1)."

Although other instruments were initially considered, such as the FIRO-B (Schutz, 1958) and the Interpersonal Behavior Inventory (Lorr and McNair, 1963), neither of these instruments directly and collectively measured students' perceptions of teacher behavior, self-perceptions, and environmental perceptions. Also, these instruments were both sophisticated in comprehension level and quite lengthy to administer to a fifth and sixth grade population.

A. Revision of the Instrument

During June, 1974, the author met with five separate groups (each comprised of five persons of fourth, fifth, and sixth grade students from a suburban elementary school. At that time, the revised elementary version of Campbell's Classroom Humanization Assessment Questionnaire (1974) was presented to the students. The children were given the following directions: (1) circle any word that you do not understnad, and (2) re-

write each question in your own words. After each child completed the thirty-six individual questions, the responses were collectively pooled and through a process of elimination one final question was selected. This rewrite process continued for four consecutive sessions, with four different groups of children, until no rewrites were necessary. At the end of each session the children were asked the following question: "If you were talking with children a year younger than yourself, and you wanted to know how they felt about school, their teachers, and themselves, what kind of questions would you ask?" All sessions were tape recorded and the responses were transcribed. From this pool of questions, all open-ended questions which appeared at the end of the Questionnaire were selected. Two separate sets of questions were used on the pre-and post-test questionnaires. (In probing for negative feelings, the author would never have thought to use the sentence, "One thing that makes me feel 'uptight' in this class is..." This was a helpful process.)

In the process of rewriting the Questionnaire, it was decided by the author and her committee that each of the twelve categories should contain an equal number of items which did not appear in the original Questionnaire. In cases where only two questions appeared under a specific category, the author developed another question based on the input listed in the original high school level Questionnaire. The end product contained twelve categories, three questions per category, for a total of thirty-six questions. The thirty-six items were then randomly numbered. Four categories of responses were used--ranging from strongly agree, agree, disagree, strongly disagree--rather than the five categories em-

ployed in the original Questionnaire. Based on the recommendations of the designer (Campbell, 1974), the fifth possible response (undecided) was eliminated from the response pool, thus placing all students in a forced choice position.

In September 1974, the rewritten Questionnaire was administered to a pilot population (n=112) of fifth and sixth grade students. The preliminary split-half (even-odd) reliability obtained by using the Spearman Brown formula for the reliability of a test of double length was .907. Three of the thirty-six items which did not significantly correlate with the total test were either eliminated from the Questionnaire or reworded in context. Because such a high reliability coefficient was obtained on the initial Questionnaire, it was decided to make the appropriate changes and proceed with the administration of the instrument to the pre-test population. In order to eliminate response bias, however, eighteen items were then randomly selected and reworded in order to reflect the opposite end of the response continuum. An analysis of the revised instrument was done for the pre-test sample of 1030 yielding a reliability coefficient of .875.

A factor analysis was also performed on both the pilot instrument and the final version. The results obtained from both administrations confirmed the initial premise that twelve factors (Categories of Humaneness) did in fact exist and accounted for the total variance. These twelve categories were described as: Freedom, Positive Self-Concept, Basic Human Needs, Self-Discipline, Personalized and Individualized, Flexibility, Clarified Values, Skill Development, Cognitive Development,

Inquiry, Human Potential Development, and Interpersonal Relationships. Although all twelve categories are concerned with elements of humaneness, six of these--Freedom, Self-Concept, Basic Human Needs, Clarified Values, Human Potential Development, and Interpersonal Relationship--speak most directly to students' personal attitudes, values, and self perceptions. The Questionnaire is found in Appendix II.

III. Program of Instruction

The program of instruction which forms the basis of this dissertation was designed to enable inservice teachers to: (1) increase their awareness of their personal patterns of interpersonal communication, (2) determine how these behaviors serve in the development of humane classroom environments, and (3) to obtain feedback regarding their behavior, as perceived by their students and measured by the Classroom Humanization Assessment Questionnaire.

Under the direction of the author, a twelve week inservice program was established involving thirty-five fifth and sixth grade teachers from a suburban public school district. The teachers were randomly divided into four groups (n=10, 10, 5, 10), three treatment groups, and one control group respectively. The treatment schedule was as follows:

Experimental Group I (C.B.T.E.)

The students of these ten teachers (n=10) were administered, both pre- and post-test, the revised Classroom Humanization Assessment Questionnaire adapted for the elementary level. These teachers were then presented with the data from the Questionnaire which reflected their stu-

dents' perceptions of their behavior. They were then given copies of a competency-based teacher's manual entitled, the Interpersonal Communications Guide which was developed by the author. The guide presented three clusters (three skills per cluster) of interpersonal communications skills. Each cluster was defined in terms of specific behavioral objectives, stated performance criteria, pre-and post-assessment, as well as multiple learning activities and resources that could aid the teachers in their own skill development. A weekly three hour seminar was held over a ten week period in which the teachers were given some type of formal input usually based on individual or group generated needs. Learning centers were also designed which enabled participants to view model video tapes, to be video taped themselves (for pre-and post-assessment and for practice as an instructional alternative), and to peruse resource materials. This seminar was optional, however, for the method of instruction was self-determined. Teachers contracted for the number of behavioral skills which they chose to master (with a minimum of one cluster) at the stated criterion level. Consequently, how they learned became secondary to what they learned and were able to demonstrate. Two of the ten participants in the group chose not to attend the seminars. A sample schedule is found in Appendix III.

Experimental Group II (N.T.L.)

The students of this group of teachers (n=10) received the identical testing and feedback application as described above. These teachers, however, were required to attend a weekly three hour seminar for the ten week period. During this time, teachers experienced a variety of small group role plays, simulations, vignetts, etc., as designed by the

National Training Laboratories. The experiences reflected skills identical to those described in the Interpersonal Communications Guide. These teachers, however, were not presented with specific behavioral objectives or stated criteria for performance. All experiences were selected by the facilitators and each member received the identical treatment. Classroom application was discussed in a tangential manner. Also, these participants were not video-taped, nor did they receive supplementary resource materials.

Experimental Group III (Micro Teaching)

The students of these teachers (n=5) were also adminstered the Questionnaire and the results were presented to the teachers. These subjects, however, did not receive copies of the Interpersonal Communications Guide nor did they experience any simulations or role plays. They simply attended a three hour weekly Micro-Teaching laboratory in which they were presented with written skill descriptions identical to those defined in the Guide, and viewed video tapes of model teaching behavior. Each participant was responsible for presenting a fifteen to twenty minute "lesson" demonstrating the specific behavioral skill under discussion and receiving feedback from their peers, facilitator, and video tape.

This treatment group was added to the initial research design in order to assess the specific effects of video feedback on the learning process--a method of feedback consistently used in the C.B.T.E. group. Five persons eliminated themselves from the study before the program began and due to a limited population the author was unable to recruit additional subjects. All analysis of data was controlled for the unequal "n."

Control Group (n=10)

The students of these teachers received the identical pre- and post-administration of the Questionnaire. No feedback was presented to the teachers nor was any treatment administered.

IV. Calendar of Events

1. The thirty-five subjects were clustered by school and then randomly placed into three treatment groups (n=10, 10, and 5, respectively). On Tuesday, September 24, 1974, all subjects met at Lesley College, Cambridge, Massachusetts, for an orientation session. At that time, group assignments were presented. No explanation was given concerning the different methodologies to be used in the three groups. Other logistical issues such as inservice credit, testing schedules, and room assignments were completed. A movie was then shown which stressed the need for interpersonal communication skills in the classroom. It specifically focused on the need to deal directly with children's feelings, attitudes, and values. Treatment groups I and II met on Tuesday afternoons for a three hour session over a ten week period--October 1st through December 10, 1974. Treatment group III met on Wednesday afternoons for the same duration. Leadership rotated weekly between the author and her teaching assistant. This teaching procedure was employed in order to partially control for the effects of facilitator modeling behavior on the training process.

2. During September 24th to October 7th, all data was collected, key punched (at Harvard University), and analyzed (at the University of

Massachusetts).

3. During the second session (October 1 and 2), the following experiences occurred:

a) All teachers were presented with a fifteen item questionnaire designed to assess their knowledge of interpersonal communication skills. This was adapted from an instrument developed by the Northwest Regional Educational Laboratory (1972) (Appendix IV). Randomly selected items from this instrument were also presented to all subjects at the end of the study. This will be discussed in Chapter IV.

b) Within each treatment group, all participants were placed in a small group simulation developed by the National Training Laboratories (1972). Unknown to the participants, the task required the subjects to demonstrate the interpersonal communication skills that were the critical components of this study--attending, listening, responding, disclosure, inventory, feedback, etc. Each small group was video taped. A second simulation was presented during the last session of the project and was also video taped. (These tapes will be analyzed under a future study project and will not be discussed within the context of this dissertation).

4. During the third session (October 8 and 9), all teachers received an individual computer printout sheet reflecting the data collected from their students. (A sample printout sheet is found in Appendix VII.) Each teacher met privately for a fifteen minute period with one of the two facilitators and all data was discussed and analyzed. Specific areas of strengths and weaknesses were determined. Individual

teachers were asked to privately develop a profile of their teaching behavior, as perceived by their students, focusing specifically on their areas of weakness. Teachers often discussed these areas of weakness during their small group interactions or Micro Teaching clinics. Often peers generated suggestions or alternative behaviors that might be employed in the classroom setting. No attempt was made within the context of the program to deal specifically with these issues. Rather, the program focused on the practice and demonstration of the interpersonal communication skills.

5. For the following nine week period, treatment group I (C.B.T.E.), used the individualized Interpersonal Communication Guide. Group II (N.T.L.), followed the program of gaming and simulation as outlined in the Interpersonal Communication Manual, Northwest Regional Educational Laboratories, Zicom Corporation, Tuxedo, New York, (1972). The selection of skills was carefully controlled so as to parallel those skills used by treatment Group I. Group III (Micro Teaching) received only the skill descriptions (clusters I and II) found in the competency-based guide.

6. During the last session, the teachers were given an extensive Questionnaire (Appendix V) designed to assess their self-perceptions as well as their reactions to the training program. Sample responses are found in Appendix VIII. The Questionnaire will be discussed in Chapter IV.

7. All Questionnaires were returned during a social gathering given in honor of the participants on Monday, December 16, 1974.

8. Post-test scores were given to the teachers individually in the field.

V. Data Collection

During the orientation session, a pre-testing schedule was negotiated with the teachers. Each class was then tested separately during the weeks of September 24th through October 3rd. The procedure was as follows:

1. A class list was obtained from each teacher before all testing occurred. The teachers then simply announced to their classes that they were involved in a special project and that they would appreciate if all the students would listen carefully to all instructions and answer the questions honestly. They assured their students that all information would be private and that their names would not appear on the questionnaires. Each teacher was then asked to leave the classroom

2. The author and her teaching assistant jointly administered all questionnaires. They asked the children to choose a number from one to thirty-five and then placed the selected number on the class list. This number was also placed on the questionnaire. It was stressed to the students that all answers would be kept private. They were told, however, that the teachers would see the responses but that no names would be attached. (This was a point of tremendous concern for the students and they needed to be continously reassured.)

3. The facilitators then introduced themselves and gave a brief rationale as to why they were asking the students to complete the questionnaires. The four categories of responses were then described. It was explained that the words "strongly agree" denoted something that the students really believed was "right," whereas "strongly disagree" denoted

something that seemed "wrong" or "untrue."

4. The students were asked to raise their hand if they had any questions. All questionnaires were checked to ensure that all items had been completed, consequently there were no missing responses.

5. The instructions took approximately twelve minutes and the average time for the completion of the questionnaire was approximately eighteen minutes.

6. The post-testing procedure was identical. Only those children who took the pre-test were involved in the post-test. Those students who were absent during the post-test period were eliminated from the data pool (n=1030 for the pre-test; n=968 for the post-test).

7. Five students were then randomly selected from each of the thirty-five classrooms. A tape recorded interview was conducted employing the open-ended questions found at the end of the post-test questionnaire. The interviews lasted for thirty minutes and were conducted by the two facilitators. Sample Responses appear in Appendix IX. All post-testing occurred during the weeks of December 10th through December 18th.

C H A P T E R I V

ANALYSIS, INTERPRETATIONS, AND REPORTING OF DATA

I. Analysis of Treatment

In order to test the initial hypotheses described in Chapter I, a one way fixed affects analysis of variance on total gain scores was used with the teacher as the unit of analysis. The rationale for selecting the teacher as the unit of analysis was based on the fact that even though the students were administered the instrument, the teacher was the object of treatment. As previously mentioned, the primary goal of the research project was not to teach the specific behaviors (skills) directly to the students. Rather, it was designed in order to describe the effects that the modeling of such behvaiors by the teachers would have on their students' perceptions of their behaviors. It was also considered that all students were members of a self-contained classroom where the teacher remained constant, therefore, the students were not responding under varying exprimental conditions. Furthermore since students are typically assigned to classes in a nonrandom fashion, and since students within classes do not function independently, class means was also viewed as a legitimate unit of analysis. (Finn, 1974) This decision was also contingent on the fact that if students were used as a unit of analysis, a nested design, with classes nested within treatments, would have been employed. This would have proven to be a highly undesirable technique since there were both an unequal distribution of subjects in classes and an unequal distribution of teachers in the three treatment groups, thus making the design an extremely complicated one with limited interpretation.

The analysis of gain scores, using change in class means was also viewed as a valid technique in measuring the effects of the treatment. Such a decision was primarily based on the design of the instrument itself, which employed a four point continuum (moving from positive to negative) and thus allowing for an easy analysis of any change (gain) in students' perceptions of their teachers' behaviors over the two testing periods. This decision to use gain scores was also reflected in one of the original research questions addressed in this dissertation--would the teacher's modeling of the skills presented in the treatment groups affect students' perceptions of their teachers' behavior, either positively or negatively?

Prior to the data analysis, the scoring values of the eighteen opposite worded items were flipped to reflect the positive end of the scoring continuum and to thus provide a common continuum on which to analyze the data. All items were scored by summative ratings (Likert, 1968). The lower the mean scores on a 1.0 to 4.0 continuum, the more positive were the teachers' ratings. Negative gain scores (post mean scores minus pre mean scores) reflect change in a more positive direction.

As described in Table 4.1, the analysis of variance of gain scores ($p=.05$) clearly indicates a significant positive effect ($F=.034$) of the three treatment groups. Also, as stated in the first hypothesis, the control group (Table 4.1B) did infact record more negative perceptions of their teachers over the twelve week period (Gain = .0897). This data in itself provides powerful information in support of the value of the treatment. Not only did the treatment intervention block the negative trend

TABLE 4.1 A

ANALYSIS OF VARIANCE OF GAIN SCORES

Source	D.F.	Mean Squares	F Ratio	F Prob.
Between Groups	3	.0996	3.276	.034
Within Groups	31	.0304		
Total	34			

TABLE 4.1 B

MEANS, GAINS, AND STANDARD DEVIATIONS

	Pre-Test (MEANS)	S.D.	Post-Test (MEANS)	S.D.	Gain (MEANS)	S.D.
Group I (C.B.T.E.)	2.2883	.2489	2.1830	.3378	-.1053	.2233
Group II (N.T.L.)	2.2283	.1774	2.0958	.2768	-.1325	.2150
Group III (MICRO)	2.1012	.1955	2.0860	.2149	-.0152	.0877
Group IV (CONTROL)	2.3744	.0945	2.464	.0756	.0897	.0723

apparent in the control group, but it significantly changed students' perceptions of their teachers' behaviors in a positive direction.

Mean scores for the pre-test administration were nonsignificant for all groups (Table 4.1B) although the control group was slightly more negative in their initial attitudes. Upon initial inspection of Table 4.1B it appears that students of participants involved in Group II (N.T.L.) were slightly more positive towards their teachers at the end of the process. A closer inspection of within group gain of the C.B.T.E. group, however, reveals very critical data. As listed in Table 4.2, subjects three and four (in Group I) show a negative gain. These were the two participants who chose not to be involved in the weekly workshops and seminars, but rather, chose to work with the behavioral competencies in an independent manner. They did not achieve minimal competencies required for the completion of the cluster during the post assessment period. It is interesting to note the change in mean (gain) scores when these two subjects are removed from Group I. Table 4.6B reveals that when these two subjects are removed from the data pool, mean scores show a slightly more positive gain (.09). Also as listed in Table 4.2 subjects one and eight in Group I were the two participants who successfully completed two clusters of the skills. Such an increase in competence due to the acquisition of additional skills may account for the increase in gain scores, although there may be other intervening variables which were not accounted for. Tables 4.3, 4.4, and 4.5 describe the gain scores of the teachers involved in the N.T.L. group, the Micro Teaching group, and the Control group respectively. This study did not address itself to indi-

TABLE 4.2

* GAIN SCORES OF INDIVIDUAL TEACHERS IN C.B.T.E. GROUP

GROUP I (C.B.T.E.)

Subject	TOT PRE (Mean)	TOT POST (Mean)	GAIN
01	2.41	2.01	-.41
02	2.11	2.07	-.04
03	2.28	2.61	.33
04	2.72	2.90	.18
05	2.20	2.09	-.10
06	2.51	2.27	-.24
07	1.93	1.81	-.12
08	2.45	2.11	-.35
09	1.95	1.84	-.12
10	2.31	2.12	-.19

* Negative gain scores reflect change in the position direction. Gain was defined as the difference between post minus pre mean scores, using a four point scale where 1.0 was extremely positive, 4.0 was extremely negative.

TABLE 4.3

GAIN SCORES OF INDIVIDUAL TEACHERS IN N.T.L. GROUP

GROUP II (N.T.L.)

Subject	TOT PRE (Mean)	TOT POST (Mean)	GAIN
01	2.51	2.48	-.03
02	2.14	1.89	-.26
03	2.12	1.95	-.17
04	1.99	1.94	-.05
05	2.15	1.85	-.30
06	2.35	1.93	-.41
07	2.28	2.64	.36
08	2.36	2.06	-.30
09	2.39	2.30	-.09
10	1.99	1.92	-.07

TABLE 4.4

GAIN SCORES OF INDIVIDUAL TEACHERS IN THE MICRO-TEACHING GROUP

GROUP III (MICRO)			
Subject	TOT PRE (Mean)	TOT POST (Mean)	GAIN
01	1.87	1.83	-.04
02	2.07	2.00	-.07
03	2.00	2.12	.12
04	2.40	2.42	.02
05	2.16	2.06	-.10

TABLE 4.5

GAIN SCORES OF INDIVIDUAL TEACHERS IN THE CONTROL GROUP

GROUP IV (CONTROL)			
Subject	TOT PRE (Mean)	TOT POST (Mean)	GAIN
01	2.35	2.55	.19
02	2.47	2.48	.01
03	2.31	2.47	.17
04	2.44	2.48	.04
05	2.45	2.53	.09
06	2.37	2.49	.12
07	2.26	2.44	.18
08	2.28	2.35	.08
09	2.54	2.53	-.01
10	2.28	2.31	.03

TABLE 4.6 A

ANALYSIS OF VARIANCE ON GAIN SCORES

GROUP I (n=8) GROUP II (n=10) GROUP III (n=5) GROUP IV (n=10)

Source	D.F.	Mean Squares	F. Ratio	F. Prob.
Between Groups	3	.1443	6.892	.001
Within Groups	29	.0209		
Total	32			

TABLE 4.6 B

MEANS, GAINS, AND STANDARD DEVIATIONS

	Pre-Test (MEANS)	S.D.	Post-Test (MEANS)	S.D.	Gain (MEANS) CBTE n=8	S.D.	*Gain (MEANS) CBTE n=10
Group I n=8	2.2349	.2217	2.0396	.1520	-.1953	.1272	-.1053
Group II n=10	2.2283	.1774	2.0958	.2768	-.1325	.2150	-.1325
Group III n=5	2.1012	.1955	2.0860	.2149	-.0152	.0877	-.0152
Group IV n=10	2.3744	.0945	2.4641	.0756	.0897	.0723	.0897

* Note the change in gain scores in the CBTE when two subjects are removed.

vidual change within these two groups. Consequently, there is no way to account for individual differences with respect to positive or negative gain.

II. Analysis of Group Differences

Having obtained a significant overall main effect for treatment, further analysis regarding group differences was desired. Therefore, a post hoc comparison was done in order to test out three specific contrasts. Table 4.7A describes the three comparisons. Table 4.7B shows there was no significant difference between Groups I and II or Groups I and III. There was, however, a significant difference between Group I and Group IV, the control group. Table 4.7C describes the same three contrasts, but eliminates the two subjects (03 and 04) in Group I from the data pool who did not achieve the desired level of competence. There are two reasons for this additional contrast study (comparing group gain scores with these two participants included, and then again after they had been eliminated from the data pool). First, unlike the other two treatment groups which presented the identical number of skills in an identical manner to their participants, the method of instruction, as well as the number of skills to be mastered, differed in the C.B.T.E. group. Second, built into the system was an option that allowed the teachers to pursue their instruction independent of the weekly seminars. The author contends that these two participants did not take part in the actual treatment input to the fullest extent, and therefore, differ significantly from the other participants within their group. Perhaps the

TABLE 4.7 A

CONTRAST COEFFICIENT MATRIX

	GROUP I (CBTE)	GROUP II (MTL)	GROUP III (MICRO)	GROUP IV (CONTROL)
Contrast I (I and II)	1.0	-1.0	0	0
Contrast II (I and IV)	1.0	0	0	-1.0
Contrast III (I and III)	1.0	0	-1.0	0

TABLE 4.7 B

PLANNED COMPARISON

GROUP I (n=10) GROUP II (n=10) GROUP III (n=5) GROUP IV (n=10)

	Value	T. Value	D.F.	T. Prob.
Contrast I	-.0272	.349	31.0	.730
Contrast II	-.1950	-2.501	31.0	.018
Contrast III	-.0901	- .943	31.0	.353

TABLE 4.7 C

PLANNED COMPARISON

GROUP I (n=8) GROUP II (n=10) GROUP III (n=5) GROUP IV (n=10)

	Value	T. Value	D.F.	T. Prob.
Contrast I	-.0628	- .914	29.0	.368
Contrast II	-.2850	-4.152	29.0	.000
Contrast III	-.1801	-2.183	29.0	.037

only effect that they had in the study was to reinforce the assumption that group or class participation may be a critical part of the learning process. This will be discussed further in Chapter V.

Table 4.7C shows that even if these two subjects in Group I are removed from the data pool, no significant difference between Groups I and II is apparent. There is, however, a significant difference (.03) between Groups I and III when the two subjects are removed from Group I. It may be inferred that the video tape procedures alone, (employed in both the C.B.T.E. group and the Micro-Teaching Group), did not account for the significant gain score of the C.B.T.E. group. A second set of planned comparisons which compared treatment groups with the control group is described in Table 4.8. It reveals that each treatment group changed significantly in the positive direction when individually compared with the control group.

III. Anlysis of the Instrument

Another primary concern in this research project is the relationship between change in students' perceptions of their teachers' behavior and their own self-perceptions. If students begin to perceive their teachers in a more positive manner, would this also affect the way in which they perceive themselves? As previously mentioned, six specific categories in the Classroom Humanization Assessment Questionnaire directly addressed the affective or personal perceptions of the students. It was therefore hoped that there would be a positive change in these categories as a result of the treatment.

TABLE 4.8 A

PLANNED COMPARISON (TREATMENTS WITH CONTROL)

	GROUP I	GROUP II	GROUP III	GROUP IV
Contrast I (I and IV)	1.0	0	0	-1.0
Contrast II (II and IV)	0	1.0	0	-1.0
Contrast III (III and IV)	0	0	1.0	-1.0

TABLE 4.8 B

POOLED VARIANCE ESTIMATE

	T VALUE	D.F.	T PROB.
Contrast I	-2.501	18	.01
Contrast II	3.098	18	.01
Contrast III	2.476	18	.03

TABLE 4.9 A

DISCRIMINANT ANALYSIS

Step	Question	Question Statement
1	08	My teacher helps me feel like a good person.
2	35	My teacher tells me how he/she feels about things.
3	04	I feel that I will do well whenever I am given something new to learn.
4	21	My teacher helps me to understand and solve some of my personal problems.
5	27	I get to work with other students in this class.

TABLE 4.9 B

PARALLEL CATEGORIES OF HUMANNESS

Question	Category
08	Basic Human Needs
35	Interpersonal Relations
04	Positive Self Concept
21	Clarified Values
27	Freedom

In order to obtain this item level data, a discriminant analysis was performed on the instrument. This analysis selected in rank order those items which most significantly contributed to group differences. Table 4.9 describes the first five items selected in order of importance. The selection of these five items confirms that the affective categories which deal directly with personal perceptions did, in fact, significantly account for group differences.

Question eight which states: "My teacher helps me feel like a good person," was included in the category of Basic Human Needs and ranked first in the stepwise discriminant analysis. This data would certainly lead one to assume that certain students were seeing themselves in a more positive manner at the time of the post-test administration.

The second hypothesis which states that there will be a positive change in the mean scores of the three treatment groups, as measured by the Classroom Humanization Assessment Questionnaire, is accepted. The level of significance which was attained validates the selected repertoire of behaviors presented in this study as behaviors that lead to the development of more humane classroom environments as perceived by students.

The third hypothesis which states that the students' scores in experimental group I (C.B.T.E.) would yield a more positive, significant gain when compared with the other two treatment groups is not totally valid. There is, in fact, no significant difference between the C.B.T.E. treatment, N.T.L. treatment group, and the Micro-Teaching group. Only under specific conditions (i.e., when two subjects were removed from the C.B.T.E. data pool) is there significant difference between the C.B.T.E. group and the Micro Teaching group. Such data raises certain issues re-

garding the content being transmitted and its independence of the method employed. An indepth discussion on such an issue is described in Chapter V. Lastly, the treatment presented did affect students' perceptions of themselves, and thus confirms the contention that students' perceptions of their teachers do, in fact, positively affect how they perceive themselves.

IV. Analysis of the Teacher Assessment Questionnaire

As described in Chapter I, a Teacher Assessment Questionnaire (Appendices IV, V) was used to measure the teachers' perception of their own behavioral repertoire, their knowledge of the content presented, and their perceptions of the effectiveness of the training program. The following section of this chapter will analyze specific information received from the Questionnaire. The discussion will begin with an analysis of both the feedback mechanisms available to the participants, as well as the effectiveness of the various types of learning experiences that were presented in the three treatment groups. The role that group interaction played in the learning process will then be discussed. Last, an analysis of the knowledge assessment instrument will be presented.

A. Feedback Systems

The following analysis describes, in rank order, teacher responses regarding the effectiveness of the feedback systems presented in the program. Table 4.10 clearly indicates that the feedback received from student questionnaires was perceived by the teachers, across all three groups as the most helpful form of feedback; (.60 in Group I, .50 in Group II,

TABLE 4.10

TEACHERS" RANK ORDER OF RESPONSES ON FEEDBACK SYSTEMS

Group I (C.B.T.E.)

Teacher	0.1	0.2	0.3*	0.4*	0.5	0.6	0.7	0.8	0.9	1.0
Stud. Question.	1	4	2	1	1	4	2	1	1	1
Peer	3	1	3	4	2	1	1	6	4	2
Video	5	2	--	--	3	5	5	4	5	3
Check List	6	6	4	3	5	6	4	5	2	4
Classroom	2	5	1	2	6	3	6	2	3	6
Facilitator	4	3	--	--	4	2	3	3	6	5

Group II (N.T.L.)

	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0
S.Q.	2	1	4	1	1	4	1	1	4	3
Peer	1	4	1	2	2	1	2	3	2	1
Video	--	--	--	not	avai	lable	--	--	--	--
C.L.	--	--	--	not	avai	lable	--	--	--	--
Class.	4	2	2	4	4	3	2	4	1	2
Facil.	3	3	3	3	3	2	3	2	3	4

Group III (MICRO)

	0.1	0.2	0.3	0.4	0.5
	1	3	1	1	4
	3	4	4	3	2
	4	2	5	4	3
	--	not	avai	lable	--
	5	5	2	2	5
	2	1	3	5	1

* Not involved in the training seminars

and .30 in Group III). Peer feedback was viewed by both Groups I and II as the second most helpful form of feedback. Group III rated facilitator feedback as the second most useful source. Interviews with the participants in Group III revealed that the facilitators' comments were especially valuable when viewing the video tape playback. Such comments reaffirm Young's findings which stated that "video-taped feedback during a Micro-Teaching experience was a more effective treatment if accompanied with specific comments about the teaching skill at issue, as compared with viewing the video tape alone (p. 946)."

As analyzing the data presented in this chart, it is noted that student questionnaires, peer and facilitator feedback were the only forms of feedback consistently presented across all three groups. Yet, even when additional options were presented, such as the behavioral check lists and video feedback in Group I, and video feedback in Group II, both sources were rated as having low priority. This data confirms the hypothesis described by Campbell (1974), that feedback from students regarding their perceptions of teacher behavior is viewed by teachers as a critical source of feedback, and needs to be included in both preservice and in-service training processes. Secondly, even though C.B.T.E. does, in fact, provide a broad variety of feedback mechanisms, the number of different options may not be a critical factor. Thirdly, as noted in the above research, feedback sources that include human contact (i.e., peer and facilitator feedback) are perceived as critical components. Apparently feedback from other persons supplies individuals with new insights and motivates them to alter their pattern of behavior (Peck and Tucker, 1973).

B. Information System

Antoher issue in this research study was the effectiveness of the various types of learning experiences presented to the participants in each of the three treatment groups. Table 4.11 describes teachers' responses to question seven on the Teacher Assessment Questionnaire which states: (Appendix IV) "Which type of information presented in your group was most helpful to you in acquiring the specific skills? Please rank order according to preference." The responses were widely distributed across categories. In the C.B.T.E., half (.50) of the participants perceived modeling behavior by the facilitators as the most helpful source in acquiring their skills. Peer modeling was viewed as a secondary source. In the N.T.L. group, participants perceived their involvement in the simulations as the most helpful source for skill acquisition. This may be due to the fact that simulations were the primary source of input in this group. Again modeling behavior by the facilitators was perceived as a secondary source. However, the role of the facilitators in this group was somewhat more passive since they infrequently participated in direct simulation experiences. Rather, they served primarily as "process-observers" (Bennis, Benne, Chin, 1969) in helping the participants to analyze their own behaviors (interactions) within the simulation. The Micro-Teaching group viewed written skill descriptions as the most helpful source of input. Again, this may be due to the fact that other than viewing model video tapes, this was the only source of information given. It is useful to note that all teachers in the Micro-Teaching Group ranked the viewing of model video tapes as the least helpful source of input.

Their responses to the open-ended question found at the end of the Teacher Assessment Questionnaire, (Appendix V) described the model video tapes as an irrelevant source. They viewed the models as "experts" in the field, and felt that it was impossible to model such a sophisticated level of performance after a brief training period. Other participants stated that "they [the models] were working with just a small group of 'actors' in a contrived setting. I wonder how they would act in an actual classroom setting with twenty-five different children." In addition, the poor audio quality of the video tapes often made it difficult to interpret the interactions. All of the video tapes used were part of the protocal material developed by Sadker, Sadker (1973) entitled, Interpersonal Communication. Both the N.T.L. and Micro Teaching groups viewed the facilitators' modeling behavior as the second most helpful source.

The consistent reference to the helpful effects of the facilitators' modeling behavior confirms the research of Ivey (1970) in his Compentency-Based Model Elementary Teacher Education Program in Human Relations Training. He states:

> "The modeling of intentionality on the part of the failitator may be one of the most important aspects of the entire performance curriculum. Positive facilitation indicates several alternative routes for sharing or teaching a behavioral skill. An effective facilitator encourages and rewards suggestions for additional alternatives (Ivey, 1970, p. 287)."

In this present study there may be an implied connection between the teachers' ranking of feedback systems and informational systems for in both cases, teachers had a high preference for those sources which reinforced human contact and interaction.

TABLE 4.11

TEACHERS' RANK ORDER OF RESPONSES ON INFORMATION SYSTEMS

Group I (CBTE)

teacher	0.1	0.2	* 0.3	* 0.4	0.5	0.6	0.7	0.8	0.9	1.0
Written Skill Description	4	6	1	1	4	2	1	4	4	4
Model Video	7	4	--	--	5	5	5	6	5	5
Facilitator Modeling	1	5	--	--	1	3	2	1	1	1
Films	3	1	--	--	3	6	6	3	3	3
Articles and Readings	5	2	3	2	7	7	4	5	7	7
Peer Modeling	2	7	2	3	2	1	3	2	2	2
Simulations, Role Play	6	3	--	--	6	4	7	7	6	6

Group II (N.T.L.)

	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0
Skill Desc.	1	4	5	1	4	2	5	4	4	3
Model Video	----------			not available						----------
Fac. Mod.	4	3	4	2	3	1	1	1	2	2
Films	2	2	2	5	2	3	4	2	3	4
Art. & Read.	----------			not available						----------
Peer Mod.	5	--	3	4	5	5	3	5	5	5
Sim., R.P.	3	1	1	3	1	4	2	3	1	1

Group III (MICRO)

1.0	2.0	3.0	4.0	5.0
1	3	1	1	2
4	4	4	4	4
3	2	2	2	1
---not available--				
---not available--				
2	1	3	3	3
---not available--				

* Not involved in the training seminars

C. Role of Group Interaction

The responses to the semantic differential (Table 4.12) found in the Teacher Assessment Questionnaire, which measured the teachers' perceptions of the role played by the group in their learning process, reveals useful data. The N.T.L. group perceived the group's interaction in a slightly more positive manner (i.e., more supportive, open, and honest) than did the other treatment groups. This may be due to the fact that all input was based on group simulations which in turn, reinforced group interaction. Some of the teachers' personal comments as stated in the open-ended questions described the group experiences as growth-producing but somewhat risky. "It felt strange initially sharing some of my personal concerns about my teaching with someone who has been teaching next door to me for three years. Yet, over time, it became easier."

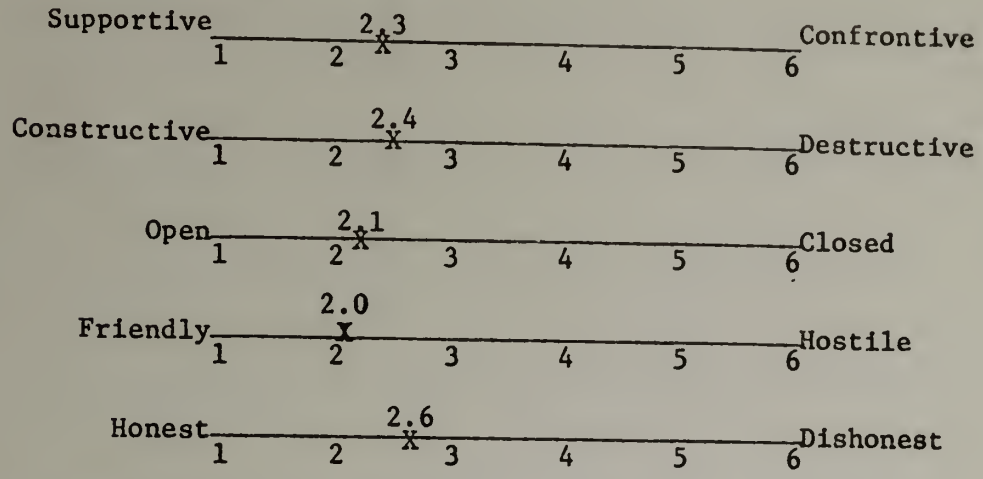
Concerning the effects of the group's interaction, teachers in the C.B.T.E. group offered such comments as: "Although I was certainly dependent on the other members of the group for feedback, I was more concerned with my own ability to demonstrate the skill and move onto the next cluster." Another teacher reported, "It was only out in the school when Ms._____came to visit and used the check list with me that I felt comfortable with another member of the group." Still another participant reported, "Even though we all knew what the general criteria was for the skills, I seemed to have my own ideas and needs to take care of. There were so many options to investigate, like the readings and learning centers, that often times I would rather work on my own."

Comments received from those involved in the Micro-Teaching group

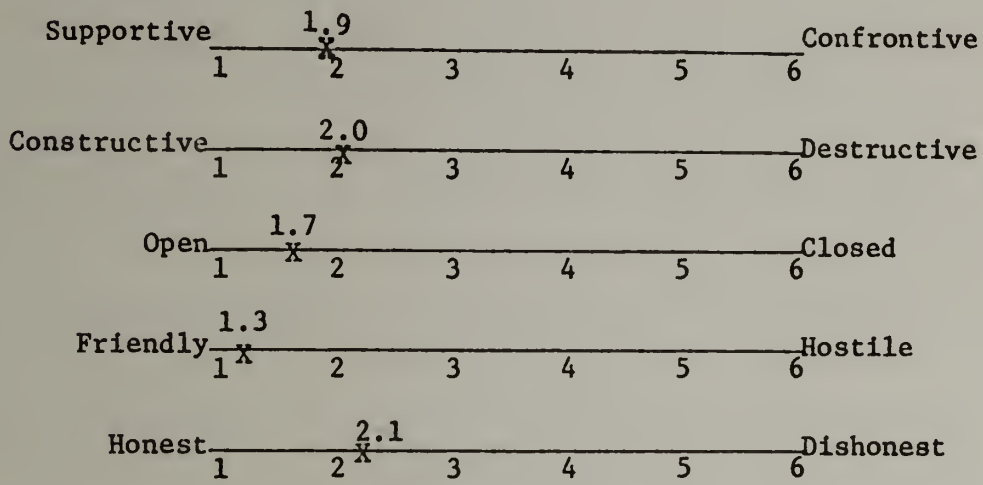
TABLE 4.12

TEACHERS' PERCEPTIONS OF THE GROUP

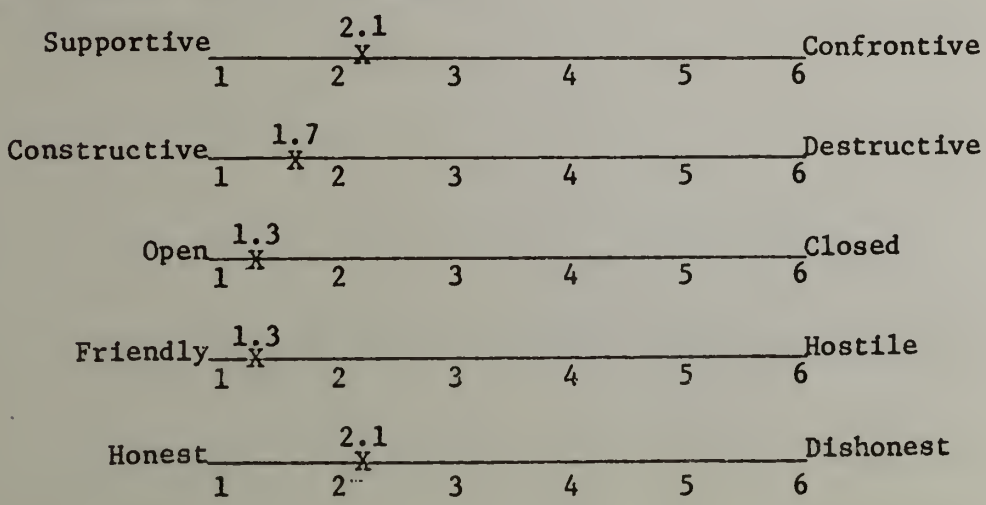
Mean Scores: Group I (C.B.T.E.)



Mean Scores: Group II (N.T.L.)



Mean Scores: Group III (MICRO)



indicated a similar concern with the feedback received form their peers, and a certain feeling of comradship that developed as a result of mutual tasks.

In general, the participants of the C.B.T.E. group felt more task-oriented in the sense that they wanted to complete the post-test of a specific skill and/or cluster and move onward. Yet it was not until the fifth week of the program that any of the teachers began using the skills within the context of their own group. Initially, when difficulties arose within the group, around such issues as listening and giving constructive feedback to each other, the teachers avoided a discussion of those difficulties. Gradually, however, they did begin to "practice" the behaviors within the context of their interactions. The facilitators chose not to focus the teachers' attention directly on these group issues, but rather allowed the group's direction to evolve naturally. "For a commitment to action within the performance curriculum needs to constantly permit and encourage teachers to strike off in their direction and operate independently (Ivey, 1970)."

D. Knowledge Assessment

Table 4.13 describes the pre-and post-mean scores of the teachers in all three treatment groups on a questionnaire designed to measure their knowledge and/or understanding of the Interpersonal Communication skills. (Appendix IV). The change in the mean scores of those teachers involved in the Competency-Based treatment group, when compared to the other two treatment groups, reveals a more comprehensive understanding of the content presented in the workshop. Personal interviews with the

TABLE 4.13

ANALYSIS OF TEACHER ASSESSMENT QUESTIONNAIRE

-KNOWLEDGE ASSESSMENT-

	Pre-Test (means)	Post-Test (means)	Gain[1] (means)
Group I (C.B.T.E.)	63%	94%[2]	-31%
Group II (N.T.L.)	60%	80%	-20%
Group III (MICRO)	66%	81.9%	-15%

1. Negative score denotes a possible gain.

2. Maximum possible score = 98%.

teachers in Group I revealed that the use of the Guide was extremely helpful in presenting an overall view of a humanistic approach to teaching. One teacher reported; "It was easy to see how each skill was a subsection of the total approach. Everything fit into a total context." Another participant commented, "I knew where I was heading from the beginning, although I didn't feel pressured to get to the end. Inventorying questions were certainly more complicated than Attending behavior but I guess I really needed to start from the beginning."

Interviews with teachers involved in Group II reveal somewhat different sentiments. "I always felt stimulated by the group members and the exercises that we did, but I didn't always know what to do with the 'insight.' Often times the games were not appropriate to use with my students." Another participant reported, "I wish I were given some more theoretical information, like, where did all this stuff come from, and who says that it is good? I generally knew what behaviors I was supposed to show, but sometimes I got confused, and couldn't tie in the information from the previous week."

Based on both the raw scores described in Table 4.13, and teachers' comments, the information presented in Group III (written skill descriptions) seemed to be insufficient for helping the participants gain additional knowledge of the content.

It is interesting to note that the instrument used to assess the participants' knowledge of the content was extracted from the commercially produced package used specifically by Group II. It was initially assumed by the researcher that the questions presented may have been

more familiar to the members in Group II than to the other participants, yet this did not prove to be so. Rather, teachers' comments indicated that it was the specific use of the Guide, learning centers, and additional readings supplied in Group I that seemed to provide opportunities for increased cognitive growth and understanding.

In summarizing the data received from the Teacher Assessment Questionnaire, certain trends emerge; (1) Teachers seem to value those feedback modes which are based on human interaction; (2) Modeling behavior by the facilitator is viewed by the participants as the most helpful source of input in acquiring the interpersonal communication skills; (3) Simulations seem to evoke a type of group interaction or spirit that stimulates the learning process; (4) Clearly defined written goals and objectives, coupled with multiple learning activities seem to provide opportunities for increased cognitive growth.

CHAPTER V

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

I. Summary

A paucity of experimental studies exist in which researchers have randomly selected an experimental group from a population of teachers, equipped the teacher with specific performance competencies, and then measured the extent to which these teachers both performed differently in their classrooms and enhanced the cognitive and affective growth of their students (McNeil and Popham 1973).

This experimental study addresses the above issues directly and supplies significant data to the field of teacher education. It delineates behavioral characteristics associated with effective and humane teachers. Second, it describes viable methods of instruction which enable subjects to master these behaviors. Third, by revising and administering the Classroom Humanization Assessment Questionnaire, it provides added validity and reliability to a greatly needed assessment instrument; an instrument that specifically focuses on students perceptions and allows these perceptions to serve as criteria in assessing the overall effectiveness of a content, a process, and a product (teacher behavior). Of primary significance, however, is that certain students involved in this study did begin to see themselves in more positive ways as a result of their interactions with their teachers, thus allowing one to infer that the behaviors presented in this study do stimulate humane classroom environments.

This research study also validates the use of C.B.T.E. as one viable system of instruction for the transmission of interpersonal communication skills. Unlike the other two training models, C.B.T.E. provides a system of accountability which allows the facilitator as well as each of the subjects to monitor the learning process. Those teachers who do not meet the minimal behavioral competencies can easily be detected and intervention procedures may be applied in order to help them reach their goal.

Another contribution of this study is the additional data obtained regarding the role of feedback systems in the acquisition of interpersonal communication skills. The data confirms the original premise that feedback from students provides teachers with useful information regarding their style of personal interaction, and also serves as a motivating force for the teachers in acquiring new modes of behavior. Still further, this study reaffirms the impact that effective modeling behavior has on the learners.

The level of significance achieved in this study warrants the close attention of teacher education programs, both pre-service and in-service; those which are committed to the development of healthy (self) perceptions and attitudes of their learners.

A. Student Interviews:

Although a great deal of data was gathered through the Classroom Humanization Questionnaire and the Teacher Assessment Questionnaire, additional data was received through student interviews which were conducted at the end of the training program.

Using the same open-ended questions listed at the end of the classroom Humanization Questionnaire the facilitators were able to elicit from the students additional perceptions that were previously not written on the Questionnaires. These student interviews provided the researcher with additional descriptive data regarding students' perceptions of their teachers and their classrooms. Such a process, allowed the children to share their ideas in an open and unrestricted manner. Bruner and Taguiri (1954) state: "If judges are provided with a set of labels which are to be applied in order to distinguish between emotions, those distinctions would be less accurate than distinctions made when the judges are allowed to use their own labels. (pg. 27)." Such an interviewing process allowed the students to use their "own labels" comfortably.

Specific "mood setting" techniques were purposively employed in order to create an atmosphere that was condusive to disclosure. First, all students were asked if the interviews could be tape recordered. Before permission was granted, all students needed to be assured that their teachers would not hear the recordings. There seemed to be an element of fear on the part of students in stating anything that would "get back to their teachers" (sic) next, a set of ground rules were established which included: "(1) only one person speaks at a time; (2) everybody has the option to 'pass' and not answer a question; (3) no one can 'make fun of' any of the responses; (4) the students could ask the facilitators any of the questions that were previously presented to them." Such ground rules brought an element of structure and decorum to the interviewing process.

As noted in Appendix IX, certain trends seem to emerge from the student responses. For example, their idea of an "ideal" teacher was someone who treated them fairly (i.e. "treated each student like everybody else.") An ideal teacher would help them with their work, not embarrass them when they made mistakes, and interact with them in small groups. Other responses were more sophisticated such as, an ideal teacher is a "very thoughtful person who is concerned with your privacy as an individual person;" or "someone you can talk truthfully to without hurting his feelings." Underlying all of their responses was the need to feel "special" and liked by their teacher, someone whom they could depend on to help them with their problems, and someone who could understand their feelings.

Of direct importance to this study, were the student responses regarding how their teachers had changed over the twelve week period. Although they could not describe many specific behaviors of their teachers that seem to be different, the general consensus was that their teachers seemed to be "a lot nicer;" they listened more, provided more choices in the learning activities, and helped the students talk about their feelings.

Still other implications may be drawn from this study. As noted, the teachers involved in the Micro-Teaching group reacted negatively to the use of the video tapes of model teachers. Such reactions may be of interest to those persons involved in the development of protocol materials for teacher training. It seems that an enormous amount of time and money is being expended in developing model films which use expert teachers in contrived laboratory settings. Such expert behavior

may infact be threatening to the teachers and may place too great an expectation on them for desired performance. Instead, the creators of these protocol materials may wish to select effective inservice teachers and film them in their natural classroom settings.

Also of note, is the great deal of time and money spent for the development of competency-based modules. There are at present, known to the author, ten sets of modules developed in the area of interpersonal communication skills. Several of these modules include some of the skills explicitly used in this program. It is proposed by AACTE (October, 1974) that more modules need to be developed (performance, knowledge, affective) in order for Competency-Based Teacher Education Programs to prosper. Perhaps the real need may be to refine those modules which have already been developed, in order to assure their quality and relevance. This would seem to be a more worthwhile task rather than to "reinvent the old wheel."

II. Implications for Further Research

As stated in Chapter I, certain limitations exist in this study. These limitations may be topics of worthy inquiry in future research studies.

First, since the criteria used for assessing teacher effectiveness was based on performance, the study did not attempt to measure teacher changes which were internalized but not acted upon. Although several conditions exist such as change in teachers' language, (as described by the teachers on the Teacher Assessment Questionnaire)

and in their performance (as perceived by students, through both the interviews and the Classroom Humanization Assessment Questionnaire), it may be inferred that teachers were infact internalizing these new behaviors. There is often, however, a gap between awareness and internalization. One way of measuring the degree of internalization of these behaviors would be to conduct a longitudinal study in which random questions from the Classroom Humanization Assessment Questionnaires would be administered to the students over the academic year, after the treatment had been terminated.

A second limitation of this study is that it does not attempt to describe and evaluate the various (optional) instructional alternatives presented to the participants within the C.B.T.E. group. In replicating this study, it is suggested that all participants be given an additional questionnaire, which would enable them to assess both their selection of and the effectiveness of the various learning alternatives. In this specific study, all modules were designed for the participants. A further research study may choose to allow the teachers to design their own learning modules. Such a task would necessitate specific instruction in designing competency-based modules. There are, however, several major self-instructional guides for developing modules that could aid the participants in their task. The development of specific self-instructional modules could be based on specific feedback received from a pre-assessment experience, such as a video tape performance.

The last limitation outlined in Chapter I, stated that there was

no attempt to identify, for each teacher, the specific questions on the Classroom Humanization Assessment Questionnaire which received increased positive or negative scores from the students. In a future study, the researcher may choose to conduct personal conferences with each participant in which specific items on the questionnaire are discussed and individual strategies for remediation may be developed. Such an approach is quite similar to that used by Goldhammer (1970) in his clinical model of supervision.

Also, a study which focuses on teachers' perception of themselves and changes in their own self perceptions as a result of the treatment may be a topic worthy of future inquiry.

III. Conclusion

Although hierachies of interpersonal communications skills have been previously described in the literature (Carkhuff, 1969, Ivey, 1970, National Training Laboratories, 1972, Sadker and Sadker, 1973) none of these systems have delineated the skills in the same fashion as those described in this study. Also, although other, far more extensive competency-based modules have been developed that specifically address the interpersonal domain, (most notably; Human Relationships Training Package, Weber State College, Utah, 1971) none of these modules incorporate behavioral checklists as criteria for mastery. Nor, as known to the author, has there been a major research study that has intentionally compared the effectiveness of the standard human relations training program (N.T.L.) and a competency-based program,

in an inservice teacher education setting. Last, in the area of assessment, there have been few studies that employ change in student perception (gain scores) as criteria for assessing both a process (C.B.T.E., N.T.L., Micro-Teaching) and a product (teacher behavior). This unique research program provides significant and controversial data for the use of pupil gain measures as a criterion of teacher effectiveness.

Many of the assessment procedures presently used in the area of teacher effectiveness have been based on the classic model proposed by Mitzel (1960). Based on an input-process-output systems model, Mitzel describes three types of criteria that may be employed in studying teacher effectiveness. They are: (1) presage variables which include teacher personality attributes and teacher knowledge; (2) process variables, which include teacher and student classroom interaction behaviors; and (3) product variables, which include the effects of teaching in terms of changes in student behavior. His model suggests that "there are teacher (and student) personality attributes and knowledge (presage factors) which influence the nature of teacher-pupil classroom behaviors (process factors) and that these behaviors influence the pupil learning outcomes of that interaction (product factors.)" (pg. 1981) Based on this criteria some educators would deduce that the best way to determine teacher competency would be by measuring student's growth, i.e. outcomes. McDonald (1970) states:

> There is almost universal agreement that the ultimate criterion for evaluation of a teacher is the effect of his teaching behavior on the performance of his students. (pg. 70).

Yet other researchers (Gage, 1972, McNeil, 1971, Smith, 1972) disagree

with such a position. McNeil says:

> A criterion is a standard for judging and the criteria of teacher effectiveness should be derived from the goals of the educational system. Since in any system there are usually several goals, it is unlikely that there will be a single concrete and universal criterion for teacher ability. (pg. 25).

The purpose of this research is not to take issue with either of these positions. It is of central importance though, to this author that teachers, as well as educational institutions, become accountable for the transmission of humanistic goals in their classes. If the effectiveness of teachers pattern of interpersonal communications is the "competence" to be measured then such assessment necessitates student feedback. As noted in this research, the method of instruction did not seem to influence students change in their perceptions of their teachers' style of interpersonal interactions - rather such change was based on the actual skills (content) presented in the program. Assuring that all learners are provided with the skills that will allow them to grow, interact, and actualize their own potentials in the most healthy, positive environment can not be "underassessed" at any cost. Student gain measures must be employed.

The second point in the accountability issue though, is that training institutions must assume the responsibility for developing the interpersonal skills of their teachers. To this end, a competency based approach seems to provide the most data. Such a system allows both the staff, and the participants, to monitor the total learning process as well as each learning competency to be mastered. Close attention must be given to both the development of relevant competencies and assessment

criteria.

In order to maximize its effectiveness as a training method, though, C.B.T.E. must incorporate multiple human feedback systems. As validated in this study, feedback from students is perceived by teachers as the most valuable source of input in helping them to modify their behaviors. It is therefore suggested that any method of instruction needs to make provisions for this source of feedback.

C.B.T.E. is just one means to a desired end. Regardless of the methods employed, teachers and training institutions alike must not lose sight of that ultimate goal: the development of healthy, competent, self-actualizing human beings.

IV. Recommendations for Replication

1. Since most inservice teachers are already overburdened with school related responsibilities, it is recommended that inservice credit and/or college credit be offered as an incentive for their participation in a program.

2. If possible, conduct the weekly workshops at a location other than the cooperating schools. The participants of this project were most stimulated by the college environment especially since it offered them added facilities such as a library, cafeteria, resource materials center, etc.

3. Obtain a letter from the individual school principals and/or the superintendent, stating that all information derived from the study will be kept confidential and will not be released to the school system.

4. Administer the Questionnaire early in the school year, when mutual expectation and perception of the teachers and students have not been so formalized.

5. The researcher should personally administer the Questionnaire, both pre and post. Such a procedure will reinforce the fact that all student responses will remain confidential. Also develop a system that will identify each student by a number rather than by name.

6. If student interviews are desired, remove the students from the classroom and conduct the sessions in a quiet, private room. Also an explanation should be given to the students regarding the length of the session, the type of questions that will be asked, and a rationale for why the information is needed.

7. Administer the Questionnaire in each individual classroom, rather than clustering all the students by school. Other persons should be available (other than the teacher) who can distribute the instrument, answer individual questions, and check for unanswered responses.

8. Tapes recording the sessions will allow the interviewer to interact with the students, without having to be distracted by note taking procedures. Permission to tape the session should be secured from the students and they must be assured that all tapes will be kept confidential.

9. In replicating the study, limit the number of subjects within each group to 10-12 persons. With three treatment groups involved, any more than 30 subjects will be both exhausting and unproductive, especially if those subject within the C.B.T.E. group choose the option of site visitations.

10. It is also recommended that all participants be required to attend the weekly seminars, especially if the program is being offered in conjunction with a research study.

11. In placing the participants in the treatment groups, initially cluster them by school, to assure that those participants within the C.B.T.E. group have a "partner" who can serve as a classroom observer.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Bandura, Albert & Walters, Richard H. Social Learning and Personality Development. New York: Holt, Rinehart and Winston, 1963.

Bennis, W.G., Benne, K.D., & Chin, R. (Eds.) The Planning of Change. (2nd ed.) New York: Holt, Rinehart, and Winston, 1969.

Bessell, Harold & Palomares, Uvaldo. Methods in Human Development. California: Human Development Training Institute, 1970.

Brown, George I. Human Teaching for Human Learning: An Introduction to Confluent Education. New York: Viking Press, 1971.

Bruner, J.S. & Tagiuri, R. The Perception of People. In G. Lindzey (Ed.) Handbook of Social Psychology. Reading, Mass.: Addison-Wesley, 1954.

Bruner, J.S. On Perceptual Readiness. In E. P. Hollander & R. G. Hunt (Eds.) Current Perspectives in Social Psychology. New York: Oxford University Press, 1963.

Bruner, J.S., Goodnow, J.J. & Austin, S.A. A Study of Thinking. New York: John Wiley, 1956.

Cabrera, Patricia Heffernan. The Potential for Humanistic Endeavor. In Houston, W. Robert (Ed.) Exploring Competency Based Education. California: McCutchan Publishing Corp., 1974.

Cantrill, H. The Nature of Social Perception. In H. C. Smith & H. Toch (Eds.) Social Perception. Princeton, New Jersey: D. Van Nostrand Co., Inc., 1968.

Carkhuff, Robert P. & Berenson, Bernard G. Beyond Counseling and Psychotherapy. New York: Holt, Rinehart and Winston, 1967.

Carkhuff, Robert P. Helping and Human Relations, Vols. I & II. New York: Holt, Rinehart and Winston, 1969.

Chomsky, M. and Halle, H. The Sound Pattern of English. New York: Harper and Row, 1968.

Combs, Arthur W. and Snygg, Donald. Individual Behavior. New York: Harper and Row, 1959.

Combs, A.W. Perceiving-Behaving-Becoming: A New Focus for Education. Prepared by the ASCD 1962 Yearbook Committee, 1962.

Combs, A.W. The Professional Education of Teachers. Boston: Allyn and Bacon, 1965.

Combs, Arthur. Helping Relationships. New York: Harper and Row, 1971.

Dewey, J. The School and Society. Chicag University of Chicago Press, 1937.

Estvan, F.J. & Estvan, E.W. The Child's World: His Social Perception. New York: G. P. Putnam's Son, 1959.

Finn, Jeremy D. A General Model for Multivaraite Analysis. New York: Holt, Rinehart and Winston Inc., 1974.

Flanders, M.A. Some Relationships Between Teacher Influence, Pupil Attitudes, and Achievement. In B. J. Biddle and W. J. Ellens (Eds.) Contempory Research on Teacher Effectiveness. New York: Holt, Rinehart, Winston, 1964.

From, F. Perception of Other People. New York: Columbia University Press, 1971.

Glasser, William. Reality Therapy. A New Approach to Psychiatry. New York: Harper and Row, 1965.

Glasser, William. Schools Without Failure. New York: Harper and Row, 1969.

Havighurst, R. J. Human Development and Education. New York: Longmans, Ltd., 1953.

Heath, Douglas. Humanizing Schools. New York: Hayden Books, 1971.

Ivey, Allen. The Human Relations Performance Curriculum: A Commitment to Intentionality. In A Feasibility Study on the Model Elementary Teacher Education Program. (Phase II) University of Massachusetts, 1970.

Jenkins, D. H. Characteristics and Junction of Leadership in Instructional Groups. Dynamics of Instructional Groups. Fifty-ninth Yearbook for the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1960.

Joyce, Bruce and Weil, Marsha. Models of Teaching. New Jersey: Prentice Hall Inc., 1972.

Kahn, S.B. & Weiss, Joel. The Teaching of Affective Responses, In Travers, Robert (Ed.) Second Handbook of Research on Teaching. Chicago: Rand McNally and Company, 1973.

Kagen, J. & Moss, H. A. Birth to Maturity. New York: John Wiley, 1962.

Kelley, Earl C. "The Fully Functioning Self." In Combs (Ed.), Perceiving, Behaving, Becoming.

Kohlberg, L. From is to ought: How to commit the naturalistic fallacy and get away with it. In the study of moral development. In T. Mischel (Ed.) Cognitive Development and Epistemology. New York: Academic Press, 1971.

Krathwohl, David R., Bloom, Benjamin S., & Masia, Bertram B. Taxonomy of Educational Objectives: Handbook II: Affective Domain. New York: David McKay Co., Inc., 1964.

Kurpius, DeWayne. Developing Teacher Competencies in Interpersonal Transactions. In James E. Weigand (Ed.) Developing Teacher Competencies. New Jersey: Prentice-Hall Inc., 1971.

MacDonald, James & Clark, Dwight F. Critical Value Questions and the Analysis of Objectives and Curricula. In Travers, Robert (Ed.) Second Handbook of Research on Teaching. Chicago: Rand McNally & Company, 1973.

Maslow, Abraham H. Toward A Psychology of Being. New York: Van Nostrand Reinhold Co., 1968.

Maslow, Abraham H. The Farther Reaches of Human Nature. New York: The Viking Press, 1971.

McDonald, Frederick J. The Rationale for Competency Based Programs. In Houston, W. Robert (Ed.) Exploring Competency Based Education. California: McCutchan Publishing Corp., 1974.

McNeil, John D. & Popham, W. James. The Assessment of Teacher Competence. In Travers, Robert (Ed.) Second Handbook of Research on Teaching. Chicago: Rand McNally & Company, 1973.

Medley, D. M. & Mitzel, H. E. Measuring Classroom Behavior by Systematic Observation. In N. R. Gage (Ed.) Handbook of Research on Teaching. Chicago: Rand McNally, 1963.

Montagu, Ashley. The Humanization of Man. Cleveland, Ohio: World Publishing Co., 1962.

Moustakas, Clark E. (Ed.) The Self: Explorations in Personal Growth. New York: Harper and Row, 1956.

Moustakas, Clark. The Authentic Teacher: Sensitivity and Awareness in the Classroom. Cambridge, Mass.: Harvard A. Doyle, 1966.

Patterson, C. H. Humanistic Education. New Jersey: Engelwood Cliffs, 1973.

Peck, Robert F. & Tucker, James A. Research on Teacher Education. In Travers, Robert (Ed.) Second Handbook of Research on Teaching. Chicago: Rand McNally and Company, 1973.

Perls, F., Hefferline, R. E., & Goodman, P. Gestalt Therapy. New York: Dell, 1951.

Piaget, Jr. Introduction to the Child's Conception of the World. New York: Harcourt and Brace, 1929.

Ruths, L. E., Harmin, M., & Semon, S. B. Values and Teaching: Working with Values in the Classroom. Columbus, Ohio: Charles Merrill, 1966.

Rogers, Carl. Client - Centered Therapy. Boston: Houghton Mifflin, 1951.

Rogers, Carl. On Becoming a Person. Boston: Houghton Mifflin, 1961.

Rogers, Carl. Freedom to Learn. Columbus, Ohio: C. E. Merrill, 1969.

Rogers, Carl R. Humanistic Psychology. Columbus, Ohio: C. E. Merrill Publishing Co., 1971.

Sadker, Myra, Sadker, David. Interpersonal Skills of Teaching. University of Wisconsin, 1972.

Schutz, William. FIRO: A Three - Dimensional Theory of Interpersonal Behavior. New York: Rinehart and Winston, 1958.

Schutz, William. Joy: Expanding Human Awareness. New York: Grove Press, 1967.

Silberman, Charles E. Crisis in the Classroom. New York: Random House, 1970.

Skinner, B. F. The Technology of Teaching. New York: Appleton Century Crofts, 1968.

Smith, H. C. Sensitivity to People. In H. Tack, and H. C. Smith (Eds.) Social Perception. Princeton, New Jersey: D. Van Nostrand Co., Inc., 1968.

Turiel, Elliot. Stage Transition in Moral Development. In Travers, Robert (Ed.) Second Handbook of Research on Teaching. Chicago: Rand McNally and Company, 1973.

Warr, P. B. & Knapper, C. The Perception of People and Events. New York: John Wiley and Sons, 1968.

Weber, Wilford A. Using Pupil Data to Assess Teacher Competencies. In

Houston, W. Robert (Ed.) Exploring Competency Based Education. California: McCutchan Publishing Corp., 1974.

Weil, Marsha. Deriving Teaching Skills from Models of Teaching. In Houston, W. Robert (Ed.) Exploring Competency Based Education. California: McCutchan Publishing Corp., 1974.

Weinstein, Gerald A. & Fantini, Mario F. Toward Humanistic Education: Curriculum of Affect. New York: Praeger, 1970.

Periodicals

Allport, Gordon W. Psychological models for guidance. Harvard Educational Review, 1962, 32, 373-381.

Alschuler, Alfred S. and Ivey, Allen. The human side of competency-based education. Educational Technology, November, 1972.

Brown, George I. Training of teachers for affective roles. Unpublished draft. University of California, Santa Barbara, 1974.

Catania, Charles. Chomsky's formal analysis of natural languages: a behavioral translation. In Behaviorism, A Forum for Critical Discussion, Nevada: Vol. I, I, 1972.

Davidson, H. H. and Lang, G. Children's perception of their teachers' feelings toward them related to self-perception, school achievement, and behavior. Journal of Experimental Education, December 1960, 29 (2), pg. 107-118.

Day, Willard. Radical behaviorism in reconciliation with phenomenology. Journal of the Experimental Analysis of Behavior, Nevada: 12, 315-328, 1969.

Dussel, P.L. Measurement and evaluation of instructional objectives. In E. M. Huddleston (Ed.) The 17th Yearbook of the National Council on Measurement Used in Education, Ames, Iowa: National Council on Measurements Used in Education, 1960.

Elam, Stanley. Performance-based teacher education: What is the state of the art? Washington D.C.: AACTE 1971.

Estvan, P.J. Studies in social perception: Methodology. The Journal of Genetic Psychology, 1958, pg. 215-246.

Galloway, C.M. Teaching is communicating: Nonverbal language in the classroom. Association for Student Teaching, 1970, Bulletin No. 29.

Heath, R.W., Maier, M.H., Remmers, H.H. and Rodgers, D.G. High school students look at science. The Purdue Opinion Panel (Report of Poll No. 50) Purdue University, November 1957.

Huxley, A. Education on the nonverbal level. Contemporary Educational Psychology, New York: Harper and Row, 1966.

Medley, D.M. and Klein, A.A. Measuring classroom behavior with a pupil - reaction inventory. The Elementary School Journal, March 1957, pages 315-319.

Morse, K.R., Kysilka, M.L. and Davis, O.L., Jr. Effects of different types of supervisory feedback on teacher candidates' development of refocusing behaviors. R & D Report Series Number 48, Austin, Texas: The University of Texas, 1970.

Nash, Paul. A Humanistic Approach to Performance-Based Teacher Education. Washington D.C.: AACTE 1973.

Reed, H.J. An investigation of the relationship between teaching effectiveness and the teacher's attitude of acceptance. Journal of Experimental Education, 1953, 21, 277-325.

Scriven, M. Student values as educational objectives. In Proceedings of the 1965 invitational conference on testing problems. Princeton, N.J.: Educational Testing Service, 1966. P. 33-49.

Seedman, J.M. and Knapp, L.B. Teacher likes and dislikes of student behavior and student perceptions of these attitudes. Journal of Educational Research, 1953, 47, 143-149.

Tuckman, B.W. and Oliver, W.F. Effectiveness of feedback to teachers as a function of source. Journal of Educational Psychology, 1968, 59, 297-301.

Tuckman, B.W., McCall, K.M. and Hyman, R.T. The modification of teacher behavior: effects of dissonance and coded feedback. American Educational Research Journal, 1969, 6, 607-619.

Veldman, D.J. Pupil evaluation of student teachers and their supervisors. Journal of Teacher Education, 1970, 21, 165-167.

Young, D.B. The effectiveness of self-instruction in teacher education using modeling and video tape feedback. A.E.R.A. Chicago, February, 1968.

Unpublished Materials

Acheson, K.A. The effects of feedback from television recordings and three types of supervisory treatment on selected teacher behavior. Doctoral dissertation Standford University, 1965.

Campbell, David C. An in-service program for personalizing teaching in secondary schools. Unpublished dissertation. University of Massachusetts, 1974.

Joyce, Bruce R. Listening to different drummers: The effects of teaching on learners. Unpublished paper, 1974.

Munsee, V.W. Junior high school pupil's perceptions of teachers in relation to the pupils' intelligence, academic, achievement, and personality adjustment. Unpublished master thesis, Ohio State University, 1962.

Murray, M.E. Self actualization and social values of teachers as related to students perception of teachers. Doctoral dissertation, Pennsylvania State University, 1969.

Steinbach, A. and Butts, D.P. A comparative study of the effect of practice with elementary children or with peers in the science methods course. R & D Report Series Number 10. Austin, Texas: The University of Texas, 1968.

Steinen, F.R. An exploratory study of the results of providing increased feedback to student teachers of mathematics. Doctoral dissertation. Ohio State University, 1967.

Whitefield, Truman D. An exploratory study of pupil perceptions of teacher behavior to develop a classroom observational system. Unpublished dissertation. Ohio State University, 1973.

APPENDICES

APPENDIX 1

DISTRIBUTION OF TEACHERS

(by School and Treatment Group)

Participating Elementary School	C.B.T.E. group #'s	N.T.L. group #'s	MICRO group #'s	CONTROL group #'s
I	01-05			26-27
II	06-07			
III	08-09			28-29
IV	10			30-31
V	n=10	11-14		
VI		15-20		
VII		n=10	21-24	32-33
VIII			25	34-35
IX			n=5	n=10

APPENDIX 2

CLASSROOM HUMANIZATION ASSESSMENT QUESTIONNAIRE

Directions: Please read each question carefully. Then circle the number beside each question with (1) Strongly Agree, (2) Agree, (3) Disagree, or (4) Strongly Disagree. Take your time. Remember, this is not a test.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My teacher hardly ever lets me say thoughts and ideas in class.	1	2	3	4
2. My teacher lets me move around the room while I'm learning.	1	2	3	4
3. There are very few times during the day that I can do other things besides school work.	1	2	3	4
4. I feel that I will do well whenever I am given something new to learn.	1	2	3	4
5. Most of the time, my teacher likes my work and tells me so.	1	2	3	4
6. My teacher does not listen carefully to what I have to say.	1	2	3	4
7. My teacher does not understand that sometimes I need to just get up and get a drink of water or go to the bathroom, even if it is during a lesson.	1	2	3	4
8. My teacher does not help me feel like I am a good person.	1	2	3	4
9. I do not get enough chances to share my ideas with other students.	1	2	3	4
10. I do not make up my own mind about what I want to do in class.	1	2	3	4
11. During lessons I have many different things to do and choices to pick from.	1	2	3	4
12. Our class does not have a set of rules. I do not know what I can do and cannot do in class.	1	2	3	4
13. I am usually not interested in the projects we do in class.	1	2	3	4
14. The work I do in class isn't too hard or too easy...	1	2	3	4

		Strongly Agree	Agree	Disagree	Strongly Disagree
15.	I am afraid of somethings in this class.	1	2	3	4
16.	My teacher gives me many different ways to learn new things.	1	2	3	4
17.	I do not learn things in school that I can use outside of school.	1	2	3	4
18.	My teacher changes the way we do things when I am tired of the old way.	1	2	3	4
19.	My teacher helps me to understand the things that I think are important.	1	2	3	4
20.	My teacher helps me to understand the way other people think.	1	2	3	4
21.	My teacher helps me to understand and solve some of my personal problems.	1	2	3	4
22.	My teacher does not help me to learn new things about myself.	1	2	3	4
23.	My teacher helps me to learn the things I need to know to do well in school.	1	2	3	4
24.	My teacher helps me to learn the things that will help me live a happy life.	1	2	3	4
25.	I do not feel smart in this class.	1	2	3	4
26.	My teacher helps me to think about things in new ways.	1	2	3	4
27.	I do not get to work with other students in this class.	1	2	3	4
28.	My teacher does not help me to learn how to ask good questions.	1	2	3	4
29.	In this class I often find out answers by myself.	1	2	3	4
30.	My teacher does not help me to understand my feelings.	1	2	3	4
31.	My teacher is kind and thoughtful.	1	2	3	4

		Strongly Agree	Agree	Disagree	Strongly Disagree
32.	My teacher treats all the students the same way. He/she is fair.	1	2	3	4
33.	My teacher does not help me to get along better with other kids in the class.	1	2	3	4
34.	My teacher is there when I need help.	1	2	3	4
35.	My teacher does not tell us how he/she feels about things.	1	2	3	4
36.	I talk with my teacher about some things that don't have to do with school.	1	2	3	4

1. As you probably know, your teacher has been going to school too. He/she has been learning new ideas and things to use in the classroom. Have you noticed any differences in your teacher's behavior (the way that he/she talks to you, the kinds of questions that they ask) since the last time you took this questionaire? Please list specific things.

2. What makes a teacher kind and thoughtful?

3. What is your idea or an "ideal" teacher?

4. How would your ideal teacher treat you?

5. One thing that makes me feel "uptight" in this class is.....

6. One thing that my teacher could do for me to let me know that he/she cares about me is.....

APPENDIX 3

SAMPLE WEEKLY SCHEDULE

I. Sharing Time (3:00-3:30)

High points of the week; personal concerns; classroom issues and applications.

II. Group Presentation (3:30-4:30)

Input by facilitators based on group generated needs. Lecturette; simulations, films;

III. Pre-Assessment and/or Post-Assessment (4:30-6:00)

A. Practice with the Video Tape
B. Learning Resource Center
C. Personal Conferences
D. Assessment presentation with the Behavioral Checklists

TEACHER ASSESSMENT QUESTIONNAIRE (KNOWLEDGE)

Name _____ School _____

1. Assessing Knowledge of Interpersonal Communications.

1) Attending Behavior may be defined as .....(please list behaviorial characteristics of, and a rationale for the use of this skill.)

2) The term "paraphrase" is used to show the other person: (check one)
____That you care about his ideas
____What his idea or suggestion means to you
____That you were listening carefully
____That you can quote what he said

3) You do this so as to be sure: (check one)
____That what you understood is what he intended
____He knows that you heard him
____That you now can share your idea
____That he understands what you mean

4) The definition which follows has three parts missing. Complete it by writing in the letter of the correct answer from the list below. One letter signifying a group of missing words belongs in each of the three blank spaces.

Behavior description means _____ of others without _____ or _____.
a. Making accusations or generalizations about motives, attitudes or personality traits
b. Reporting your interpretation of the actions
c. Making clear your feelings about the actions
d. Reporting specific, observable actions
e. Giving operational interpretations of a set of interpersonal behaviors.
f. Placing a value on them as right or wrong
g. Showing approval in a condescending manner

5) Put a check beside each of the following which describe feelings.
____"I feel pleased."
____"She's a wonderful person."
____"I'm worried about this."
____"I feel that it's time to go."
____"Shut up."

6) Put a check beside each of the following which is a "perception check."
____"Why are you so angry with me?"
____"Am I right that you feel disappointed nobody commented on your suggestion?"
____"I get the impression that you agree. Do You?"
____"I see that we are ready to end the meeting."

7 7) We may sometimes be interpreting the other person's nonverbal cues incorrectly ulesss we use the skill of: (check one)
____Paraphrasing
____Perceiving
____Feedback
____Behavior description
____Perception check

8) Feedback, in interpersonal communications, is defined as occuring when one person: (check one)
____Describes the behavior of another
____Interprets the meaning of the other's behavior to him
____Shares his reaction to the behavior of another
____Paraphrases another's remark
____Evaluates the other's behavior

9) Ten guidelines are suggested for giving feedback. Three of these guidelines are included in the following list.
____Readiness of the other to receive
____Describes giver's feelings about other
____Seeking change in the other
____About things that can be changed
____Summarizes past behavior
____Given at an appropriate time
____Demands a response
____Doesn't concern the giver

10) Three guidelines are suggested for receiving feedback. One of them is included in the follwoing list.
____Check the understanding of the giver
____Share your reaction to the feedback
____Tell the giver what you intend to do about what he has told you

11) Problems arise in a relationship when a person's ____ is not congruent with his_____

a. belief	e. hidden agenda
b. feeling	f. task
c. intention	g. trust
d. satisfaction	h. behavior

12) Two kinds of responses to another's sharing that tend to have a freeing effect are:

____Paraphrasing	____Vigorous agreement
____Evaluating	____Seeking information
____Giving advice	____Approval on personal grounds

13) What type of "self checks" can you use to determine the accuracy of your listening skills?

14) What type of specific strategies have you implemented in your classroom to stimulate disclosure of feelings?

15) Please list some of the specific questions that you have asked students in order to help them define and/or clarify their feelings?

APPENDIX 5

TEACHER ASSESSMENT QUESTIONNAIRE (SELF, COURSE)

II. Self Assessment

1) In what way do you think your classroom behavior has changed (if at all) as a result of your involvement in the Interpersonal Communications workshop?

2) What personal insights have occurred, concerning your personal style of interpersonal communication? Please be specific.

3) What were your original expectations of this course? How have they been met? (or not met?)

4) Kindly define the behavioral characteristics of an effective and humane educator.

5) Which of the skills (if any at all) presented to you in the workshop reflect your-above definition of an effective and humane educator?

6) Which skills do you feel you demonstrated from the onset of the workshop?

7) Which behaviors have you consequently developed and/or refined as a result of the course?

8) Of the skills presented which do you feel are most critical to the development of effective interpersonal communication?

APPENDIX 5

-3-

III. Course Evaluation

1) Please describe the method of persentation used in your group. How did the method used meet your individual needs?

2) In what ways could the workshop be modified in order to more adequately match your style of learning?

3) In what ways did the other persons in the group enhance or distract from your own learning process?

4) What type of "incidental learnings" occurred during the class sessions?

5) Which type of feedback was most helpful to you?

	Please check systems that were available to you	Please rank order according to preference
Student questionnaires		
Peer feedback		
Video tape feedback		
Behavioral checklists		
Classroom feedback from students		
Facilitator feedback		

APPENDIX 5
-4-

6) Please describe the groups pattern of interaction. Place an "X" on the continuum where you feel is appropriate.

Supportive _____ Confrontive
1 2 3 4 5 6

Constructive _____ Destructive
1 2 3 4 5 6

Open _____ Closed
1 2 3 4 5 6

Friendly _____ Hostile
1 2 3 4 5 6

Honest _____ Dishonest
1 2 3 4 5 6

7) Which type of information presented was most helpful to you in acquiring specific skills.

	Please check systems that were available to you	Please rank order according to preference
Written skill descriptions		
Model video tapes		
Facilitators modeling		
Films		
Articles and other readings		
Peer modeling		
Simulations, role plays		

FOR GROUP 2 ONLY:

8) Please describe the effectiveness of the Interpersonal Communications Guide. (Clarity, use of pre test, post test, use of alternative learning activities, behavioral checklists.) How helpful was it in acquiring skills?

9) Personal comments:

APPENDIX 6

SUPERINTENDENT'S LETTER

September 20, 1974

Dear Teachers:

This is to verify that all personal data collected as a result of your participation in the Interpersonal Communications Workshop will remain confidential between you and the author (Ms. Sandra Sokolove).

The department recognizes the voluntary nature of this project and will in no way attempt to secure any information regarding your individual participation and progress.

Sincerely yours,

APPENDIX 7

SAMPLE PRINTOUT OF TEACHER FEEDBACK

Teacher # 1 Classroom Responses

Item / Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
2	4	1	4	1	1	4	4	4	3	4	1	4	4	3	2	1	4	1	1	1	2	3	2	1	3	2	4	3	1	4	1	3	4	1	4	1
3	3	3	2	2	1	4	3	3	4	2	2	4	4	2	2	1	2	3	2	2	2	3	1	2	3	2	3	3	3	3	1	2	3	2	2	2
4	3	1	2	1	2	3	3	4	3	3	2	3	4	2	2	2	3	3	4	3	1	3	1	1	4	3	3	4	2	4	1	3	3	1	4	2
5	4	3	3	2	2	4	3	4	4	2	2	4	4	1	4	3	4	2	1	2	2	4	1	1	4	1	4	4	1	4	1	3	4	1	4	1
6	4	3	4	3	2	3	4	4	2	1	1	4	3	2	3	2	3	2	1	2	3	4	1	2	4	2	4	3	3	4	1	2	4	3	2	2
7	3	3	4	2	1	3	1	3	3	1	4	4	3	2	2	2	3	4	1	2	1	2	2	3	3	2	3	1	2	3	1	4	3	3	3	4
8	4	4	4	3	4	2	3	2	2	2	3	4	1	2	1	1	4	4	1	2	3	2	2	2	2	2	2	3	2	2	2	2	2	3	3	2
10	3	2	4	2	2	2	3	4	4	3	2	4	4	2	4	2	4	2	1	3	1	4	1	1	3	1	4	3	2	4	1	1	3	1	4	2
11	3	4	2	4	3	3	3	4	3	3	2	3	3	2	4	2	4	2	2	3	3	2	2	2	2	2	3	3	2	3	1	1	3	1	3	3
12	3	3	3	2	1	4	2	4	3	3	2	3	3	2	3	2	3	2	2	3	3	1	4	2	2	3	3	3	4	2	3	1	1	3	2	4	2
13	3	3	2	2	1	4	3	4	3	1	3	2	4	2	4	2	3	3	1	2	3	4	1	2	4	2	3	4	1	3	1	3	4	2	2	1
14	2	4	4	2	2	3	3	3	3	1	4	3	1	2	3	2	4	3	2	3	3	3	2	3	4	3	3	2	2	3	2	2	2	2	3	3
15	3	4	1	1	2	3	3	4	2	3	2	4	3	2	3	2	3	4	1	3	2	4	1	1	4	3	3	4	2	4	2	3	4	1	4	3
16	4	2	3	2	2	4	1	4	2	3	3	4	4	2	4	1	3	2	2	3	1	4	1	2	1	1	3	4	1	3	1	1	4	1	4	1
18	3	2	3	2	2	3	3	3	3	2	2	3	3	1	3	2	3	3	2	2	1	3	2	1	4	2	4	4	2	4	1	1	4	3	4	4
20	4	3	2	2	2	3	3	3	3	2	2	4	4	3	3	2	3	2	2	2	3	2	2	4	2	3	4	2	3	1	2	3	2	3	3	
21	4	1	1	2	4	2	4	3	1	1	3	3	2	3	3	1	2	3	2	1	4	3	1	2	2	3	1	4	3	4	2	2	3	2	3	4
22	4	2	3	2	2	4	3	4	4	3	2	4	4	2	4	1	4	1	1	1	2	4	1	1	4	1	4	4	2	4	4	1	4	1	4	2
23	3	3	4	2	2	4	3	3	1	1	3	4	4	2	4	1	4	2	1	2	3	4	1	1	4	2	4	3	1	3	1	1	4	2	4	2
24	2	3	1	2	2	3	3	4	2	1	2	4	2	2	4	2	4	3	3	2	3	3	2	3	3	2	3	3	2	3	2	2	3	1	4	2
25	3	4	4	2	1	4	3	4	3	2	3	4	3	2	2	1	3	3	2	4	3	4	1	1	4	1	3	4	3	4	1	1	4	3	3	1
27	1	4	3	2	2	4	1	3	3	2	2	4	4	2	4	2	4	3	2	3	1	3	1	2	4	2	3	3	2	3	1	3	4	1	4	2
28	2	3	3	2	3	4	2	1	2	3	4	3	2	3	1	2	3	3	2	1	1	2	3	2	1	3	1	3	2	1	4	2	3	4	2	3

APPENDIX 8

SAMPLE RESPONSES TO THE TEACHER QUESTIONNAIRE (SELF-ASSESSMENT)

---

1. In what way do you think your classroom behavior has changed (if at all) as a result of your involvement in the Interpersonal Communications Workshop?

I have become more aware of how I respond physically and verbally to the children. I am more concerned with how I listen to them too!

I am more aware of making eye contact with pupils. I stop what I'm doing and listen. I ask questions about feelings in different situations. I tell my feelings to the class. I talk more about things I have done.

I feel I have become more aware of the way I phrase my comments about the children's behavior. I am more aware of my eye contact and other attending behavior.

...I am less prone to finishing a person's answer in my mind for him. I listen now all the way to his last word.... I use paraphrase a great deal...I ask questions more.

I have made a conscious effort to describe specific behaviors or actions that I am pleased or displeased with--rather than saying, "That wasn't very nice!". I have taken more time to discuss feelings. Have delayed math a few minutes, if necessary, to pursue a discussion of feelings or a problem.

It is just beginning to change. I think I'm a little less accusing and I deal more with describable behavior. I'm trying to listen better and not always anticipate what will be said.

I think that I am able to take more time and think a situation through to a higher degree now rather than assuming and immediately reacting without considering feelings or actual meaning of behavior. I have become more aware of listening and expressing feelings and giving reasons for these feelings.

I have been trying to get away from name calling (i.e., "You're being rude."). I try using behavior description when I see someone not listening while I'm talking (i.e., I feel...etc.). Trying to look right at the child speaking to me--eye contact.

APPENDIX 8

-2-

Rather than confrontations, I'm more apt to talk things over with everybody involved. I'm willing to listen to both sides. I am attempting to be more positive, more encouraging in both verbal and written communications (i.e., notes on papers, notes to parents). I am more apt to share with the class how their actions and words make me feel.

I ask the children to paraphrase much more than I used to. Instead of reprimanding quickly, I ask them to stop their present behavior, examine it, and make a decision about it as to whether it helps or disturbs the class.

I take a greater amount of time to listen and deal (react) with the children's thoughts and feelings. I now try to deal with incidents in the classroom immediately and directly by using "I messages", inventory questions or perception checks.

2. What personal insights have occurred concerning your personal style of interpersonal communication?

I realize that at times I was a poor listener due to the fact that I was busy filling in a plan book or completing a form or working on some other secretarial job.

That too often I became so concerned with duties and other things that I am obliged to do that I don't allow enough time or opportunity to have enough self-expression or clarify how I interpret or have been interpreted.

I became aware that eye contact made me nervous. Instead of listening, I was concerned with what I was going to say when the speaker finished. Inventorying was uncomfortable, yet with practice, it makes it easier to carry on a conversation. The other party enjoys being the "center" of attention.

From watching my videotape, I see how intensely I lean forward and demand from others...my questions are, at times, too confrontive, rather than invitational....

APPENDIX 8

-3-

I realize that I tend to back children into a corner--put them on the defensive--instead of trying to understand a child's behavior, his motive or feeling. I have realized that some of my behaviors are misinterpreted and that I sometimes misinterpret the meaning of a child's behavior.

I have found out that at times I was so busy thinking about what I was going to say that I missed what others were saying. Since becoming more aware of this, I try to correct it. When reacting to another's behavior, I was not specific as to the reasons for my feelings; I try to be more so now. I have learned that listening attentively helps the speaker and being able to paraphrase checks the perception of the listener so that better understanding can be achieved.

Several children who were extremely shy and quiet have been responding much more frequently without pressure. Perhaps this is due to the fact that everyone's opinion is respected, thus trying to get away from "wrong answers." One child told me the other day, "You never get excited when I say the wrong thing. Instead, you help me find where I goofed!"

I was not a good listener. Children often came to share a personal experience with me at my desk and usually I would keep working, nodding or saying "that's nice" when they finished. I now understand the need for eye contact for listening, and the need for me to be more positive.

I now know it's difficult for me to listen to others and repeat or paraphrase their words--a skill I must work on continually to perfect. By asking clarifying questions, my husband and I were able, on several occasions, to ward off unnecessary misunderstandings.

I can practice some behaviors easier with children when they develop from a natural situation than when I try to set up an artificial one. I can practice some behaviors much easier with children than with adults.

3. What were your original expectations of this course? How have they been met?

My original expectations were not very concrete. I looked forward to discussing and clarifying helpful contactual skills for classroom use. These would, of course, lead to their incorporation into behavior. These goals have certainly been met. Deeper realizations than I had anticipated have been felt and important behavior modification has started. Also a meaningful sharing with other teachers has come about.

APPENDIX 8

-4-

I hoped to learn more about the ways in which people communicate and ways in which to facilitate communication in the classroom between children and/or children and teacher. I have learned more about behaviors that prevent true communications and behaviors that encourage communication.

I really don't know what I expected. When Sandy spoke to us at school, I was really impressed with her style, manner of speaking, and warmth. I felt there is always room for improvement, even though I've been teaching many years. Also, this was my first such course and I found it quite interesting.

Originally, I had some vague notion I was going to learn to deal with the children in my class in a more gentle way. Specifically, I knew feelings would be the focus. My expectations in that regard have definitely been met, I feel, because I do feel more aware and better equipped to work with feelings of children.

I expected more of a seminar process and not an experiential one. I expected to view more films on humane approaches in the classroom in which skills were shown. I expected discussions of humane approaches to teaching. I feel that I now understand the skills needed for a humane approach because of the discussions held and the experiences I've had.

I wanted to find a way I could deal more directly with children's feelings--how to ask and respond to questions about feelings. I wanted to begin magic circle experiences. Through discussions, skills we "tried on", and examples given by the facilitator, I have a better understanding of appropriate questions to ask and responses to make.

4. Kindly define the behavioral characteristics of an effective and humane educator.

A warm, loving person who creates optimum learning conditions, eliminating destructive conditions such as shrieking, sarcasm or anger.

Eye contact and facial expression, using paraphrasing or other verbal cues to let children know you are interested and listening. Relaxed and open body language. I don't believe that humane teaching is learned. We can study any number of skills--which may help an already humane teacher--but a teacher who is uninterested in a child's emotional well-being cannot put on these behavioral characteristics effectively.

APPENDIX 8

-5-

5. Which of the skills, if any at all, presented to you in the workshop reflect your above definition of an effective and humane educator?

Attending behavior, eye contact, body movement, paraphrasing, and feedback.

All!

A person may have very humane sensitivities and ideals and yet not make them evident to his students. The skills presented in the workshop are concrete ways of demonstrating to a student, or to any person, one's humanity or being and caring. They also serve as a check list for a person to use whereby he can make sure he is... sharing, caring, and concerned.

Paraphrasing to check listening; giving feedback to check listening; behavioral descriptions to check for others' feelings; and the ability to express one's own feelings which is useful for feedback.

I feel that the skill of describing feelings reflects my definition of an effective and humane educator. We must get across to the child that we care and that the child can trust us.

Close attention to thoughts and feelings of students; ability to listen; methods for conveying a real sense of caring on the part of the teacher to the student; in other words, paraphrasing, feedback, and inventorying.

6. Which skills do you feel you demonstrated from the onset of the workshop?

None. Just a lot of good intentions which sometimes worked and sometimes didn't.

This is a toughie! Some of the skills I did have though not necessarily well developed (e.g., attending, behavior, behavior descriptions, and feedback), and I didn't realize that I had them. Also, I still have great difficulty in using the language/jargon presented to us.

APPENDIX 8

-6-

I have tried to develop the skills of feedback and perception check using both in limited ways in the classroom. Paraphrasing has been used successfully with reading and other subjects, but I am trying to use it on an individual basis aside from subject matter. With more practice, hopefully I will feel more comfortable using these skills.

Behavior description is the skill which I have been working on from the onset of the workshop--not that I am by any means proficient in the skill. I try to understand the feelings of others and put myself in their place. This skill has made me more aware of the general area of feelings.

All of them to a certain extent but with little formal awareness of them. Some of them very limited or very haphazardly.

7. Which behavior have you consequently developed and/or refined as a result of the course?

I feel that generally I have reinforced the use of all the skills because of the consciousness of behavior that a course of this type develops.

I've tried to paraphrase--to listen better and to check that I've heard. I'm trying to share my feelings more with my class...not just my anger.

I've become more aware of how I attend during conversations. I try to be sure my body appears actively engaged. Since responding has given me a bit of difficulty, I often try to write down a key word or two so that I can paraphrase speakers' words. My inventory questioning has achieved greater depth.

I am more active listening. I have better attending behavior, better responding behavior, and do more inventorying now. I check perceptions more often. (Probably most important, I'm more aware of the need to improve!)

APPENDIX 8

-7-

8. Of the skills presented, which do you feel are most critical to the development of effective interpersonal communications?

FEEDBACK is VERY important. I have a hard time sometimes figuring out what people mean.

I feel that the skill of giving feedback is most critical because it is beneficial for everyone to know how others see and hear them. Through this technique one can learn the dual lesson that as others often misinterpret "my" actions, so too I often misinterpret others'.

I feel attending behavior is most critical. It is important to me to feel people actually are listening to what I am saying.

Every skill presented seemed to me to be necessary if one is to be able to communicate effectively. All the skills are interrelated; both speaker and listener should be accutely aware of these skills if their goal is to better understand their partners' thoughts, feelings, and behaviors.

APPENDIX 9

SAMPLE STUDENT RESPONSES TO OPEN-ENDED QUESTIONS

---

1. Have you noticed any differences in your teacher's behavior (i.e. the way that he/she talks to you, the kinds of questions that they ask, etc.) since the last time you took this questionaire? Please list specific things.

He doesn't yell as often.

We've talked in circles 'bout things inside.

The only different thing is that we have talks in circles; sometimes if you do your work good he'll tell you so a little bit - he still talks too much and yells at us if we say one word.

The whole class gets in a big circle and talks about special things.

He made a big circle and we talk about things - like once we talked about something you had when you were little and you loved it very much and still had or had been thrown away or lost.

Having the circle - sitting on the floor and speaking out our feelings.

He's changed in a few ways by putting certain people on certain levels showing how good they do and he also sits in circles with us and talks to.

Discussion groups where we talk about our ideas.

Sit on the floor and talk about things like how we can get along together.

The way she listens to me.

Yes, she gives all us fair attention.

Yes, she listens more to me.

She lets us have a lot of free time.

She is treating me better than before.

She lets us have a lot more freedom.

She got nicer - she cares more about us.

She has more concern.

She's doing fun things out of work.

APPENDIX 9

-2-

She lets us pick what we want.

She has listened to more ideas and is nicer.

She seems more interested.

Knows me better and helps me more.

She gets mad and then happy again.

She understands us a "wee bit" better.

Her tone of voice - she talks less and listens more.

He doesn't get as angry as he did.

He changed - he is more specific about things.

He is more at ease than before - not uptight.

I think he grows kinder every minute.

He knows me more he can make me understand more.

Yes, her perfume smells worse than ever and her breath is a knock-out.

She doesn't let me speak when she is arguing with me, I'm not always wrong.

She's gotten stricter and that's what I need.

She understand a little more and I like her a little more.

Tells what she thinks, tells how she feels, lets us do different things.

She has settled down a lot, she doesn't jump around so much.

Some teachers just think we're machines they teach us and that's it. But our teacher understands us kids.

She lets us be more independent and free.

I seem to know her better and she's nicer cause we talk private sometimes.

We have been talking about ourselves and he makes me feel good to talk about it.

My teacher is a lot nicer, he cracks jokes and smiles unlike he used to. We have more responsibility. He listens to you carefully and gives true answers.

APPENDIX 9

-3-

He gets more involved with the students.

He knows our feelings a little bit better cause we talk about it.

He tells us if something happens and we have a discussion about it and he asks us "why" or "how" that something happens and he always understands how.

2. What makes a teacher kind and thoughtful?

That he talks to you about your problems.

Not making fun of you.

If you like kids and understand them.

They help you when you need help. They understand you. Sometimes they can be like mother or father they can tell when your mad, they can tell when to leave you alone. They really care about you.

When they treat you like a person.

Not being too hard on us - like if we got a bad score he reads it out loud to the class. I like a teacher who will talk to us alone.

Listen to what you say.

When they understand how you feel.

She has a kind heart.

A teacher that's nice.

Their patience with kids.

When he pays attention to me.

All the things we like to do.

When he listens to you.

Her feelings.

The way she acts to us.

When he cares about you - he gives you some of his time.

Know things kids like.

Talks to us about things that she likes.

APPENDIX 9

-4-

If she knows you tried and failed she understands.

Think of other people - we got feelings too.

She tells us her thoughts.

When you make him feel good he lets you know it.

When they listen to your thoughts and tells you that you're O.K.

He is a grown-up.

Help me with things outside of school.

Some teachers really listen and learn from us as we learn from her and she learns from other teachers.

The way she acts towards you and the way she helps you and understands your feelings.

She helps us with our work when she shares someone else's thoughts with us.

A teacher who won't tell when you do something wrong - but help you do it better.

She listens when I talk - she helps me when I'm hurt - there are so many more things.

To understand thought and feelings and to help out with things that don't have to do with school.

If they listen to what you say and really feel that they want to teach you.

Just being himself.

Respects your opinion.

He doesn't always think of one person in class, he thinks of everyone.

When he thinks of you and everyone else in the class and is kind and sharing his ideas.

When he cares about you and your feelings.

One who says what he feels.

APPENDIX 9

-5-

3. What is your idea of an "ideal" teacher?

A teacher that doesn't give lectures and doesn't stack you up with work.

A teacher that would help me understand what I am doing in school.

When they let you do projects - discuss your ideas with friends. Teach you in a group of 5 so you'll get it through your head.

By always helping me and looking after me.

A teacher who you can turn to with your problems.

Helps me with work when I don't get it.

A teacher that understands everybody in the class.

She answers every question I ask.

Teacher who understands you with your problem.

Understands how I feel.

A teacher that answers you and is fair.

Someone who will explain something to you 'til you understand it and who cares.

To let us learn and to teach us to punish us if we do something wrong.

Someone who is nice and thinks of the kids before themselves.

Saying that's O.K. and not yelling all the time.

One that lets you do things so when you grow up you'll know how.

When you're feeling down they try to cheer you up.

He lets me do things I want in my spare time.

A person that is patient and good tempered.

Not so bossy, I know whats right, he doesn't always have to tell me what to do.

That he can take a joke.

She would like you as a friend.

She's very funny and helps us.

APPENDIX 9

-6-

Someone who thinks about you, like you're special.

Someone who listens to your problems that may not happen in school.

Someone who will put her arm around me sometimes.

The way she is - she's nice to everyone if she yells it doesn't mean she doesn't like you.

36 - 22 - 28

Someone who explains everything and stops someone from being embarrassed and stops fights in a "talk it out" way.

Someone who cares and knows about our problems and understands them.

Someone that helps you be independent.

Gives you work on your own level - treats you understandly and gives you free time.

A person who is firm and helps you in a jam.

One that treats me like a person, not a child.

A very thoughtful person who is concerned with your privacy as an individual person.

Someone who explains things instead of saying, "Oh you should know."

One that you can talk truthfully to without hurting his feelings and teaches well.

I don't know - know no one is perfect.

4. How would your ideal teacher treat you?

Like everyone else - not just like I'm not even there.

Like a person - talk to you not make you feel "uneasy" with them.

Not like a first grader and not like an 8th grader.

I like a person who wants to be with people.

Treat me like everyone else.

Like a human being.

I don't know I never had one.

APPENDIX 9

-7-

Deal with me more like a grown-up than a kid.

They way you should treat students - with respect. We're people too.

Like I belong in his classroom.

He treats me very good and he treats the kids good but we don't treat him good.

With respect for what I am.

Like a grown-up person.

Good except when we're bad.

As if I were a human and as if he really like me.

Listening to you and thinking about what he does before he does it.

Teach me in a fun way.

Equal to all the other kids.

Understand some of the things about me, like private stuff.

Like I was a special person.

5. One thing that makes me feel "uptight" in this class is.....

He hardly pays attention to me - just the boys.

He embarrasses me when I don't know the meanings.

When a teacher's not fair to me.

When everyone is getting blamed for something someone else did.

That he treats one person better than the rest.

When kids laugh at me.

She picks on the girls.

When I'm working and someone talks to me.

Knowing that if you have a problem you can't tell her about it and she will not be 'simpathetik.'

When the teacher embarrasses us.

APPENDIX 9

-8-

When people yell out an answer and you were still trying to find out.

Not having enough freedom of choice.

6. One thing that my teacher could do for me to let me know that he/she cares about me is.....

Treat everyone the same.

Tell me my work is good.

Do something for me.

Treat me normal.

Not always be a walking dictionary.

Give activities for the kids not as a group.

To put his arm around me and say good things to me.

Not read your score out loud.

Once when I throwed up she came in to see me and make feel good.

She doesn't have to care about me she's my teacher not my mother.

Tell me and show me.

Explain things to me 'til I understand them.

Talk to me.

To work at my side and help me do my work.

Understand me.

Talk to me about things not in school.

Telling us the good rules so we won't mess up.

To tell the kids to understand that they probably wouldn't like it if they were made fun of because they got an answer wrong.

Look at me when I talk, to show he knows about me.

APPENDIX 10

INTERPERSONAL COMMUNICATIONS GUIDE

Teachers Manual
(Unedited Edition)

Sandra B. Sokolove
Lesley College
1974

Foreword

This Interpersonal Communications Guide is dedicated (1) to those teachers who are concerned with their own humane attitudes and behaviors and the effects that their behaviors have on their interactions with students and the entire classroom environment, and (2) to the teachers who risked personal involvement in this research project, and consequently aided the author in the refinement of the training model and its materials.

I. Introduction

The following cartoon appeared in an old issue of Harper's Magazine (1966). It was entitled "My Life Story," by Shiela Greenwald. The series of frames showed a little girl, in a school setting, wearing a jersey on which was printed, "Harvard 1985, Oxford 1987." Under the first picture the caption read:

"From the day I was born, my parents have seen to it that I am a winner.

"When I was two years old, I was taken to a cubicle in New Haven where they taught me to type. Two-year olds can learn such things, and if they don't, they merely waste their time. When two-year olds who don't know how to type meet two-year olds who do know how to type, they are overwhelmed and fall behind and are losers from then on.

"At two and one half, I was sent to school where I played with learning equipment. I excelled in carrot grating. My playtime was not frivolous or wasted. I learned about textures and colors and relationships.

"At three my mother taught me to read. Children of three can learn to read, and if they can't, they waste their time. They fall behind in school from the start and they are losers.

"My parents never neglected the social side of my development. I have been constantly exposed to children. After school I attend a play group. Relationships with one's contemporaries cannot start soon enough and are vital in a child's development. If these exposures to one's contemporaries don't begin soon enough, the child cannot cope with them when he starts grade school. He falls behind; he is a loser.

"I began to attend rhythm classes at three and one half. I played drums and ran like a pony, which strikes me as frivolous, but it instilled something in me and I'll be a winner, rhythmically speaking.

"Now that I'm four, I feel sure of my ground. When I enter the kindergarten of my choice in the fall, it will be with a sense of purpose and readiness to cope with all situations. I will be on my way as a winner." And finally, the last picture has the child looking with smiling eyes, saying: ". . . When I grow up, I would like to be a garbage man (woman). . "[1]

Shiela Greenwald is a product of our times, pushed towards academic excellence from her inception. Where is she at the end of her twelve to twenty years of schooling? It is doubtful that she achieved her early goal. . . to be a garbage woman. After our initial laughter has worn off, I imagine that most of us can minimally identify with her, and feel a tinge of tragedy. As learners we all experienced the pressure that comes with academic achievement. As educators we must all experience it again as we exert pressure on our students to get good grades, to go on to college, and to become . . . to become what?

We as educators are in a profoundly powerful position. We have the major responsibility for developing and educating an entire generation of human beings. The values and attitudes that we present, through our own behaviors, the environments that we create, and the curriculum that we present will serve as a major force in influencing the future attitudes and behaviors of our students. What type of human being do we wish to nurture? We can cram their minds with facts and figures, but to what end? To produce a generation of automatons? (Research has shown that most subject matter is forgotten at frightening rates and only a small percentage of the information once

. presented is retained.)

We live in a world of constant crisis . . . we can only guess at what the world will be like tomorrow. But of one thing we can be reasonably sure; in order for persons to survive they must not only be knowledgeable of certain content areas for their vocational pursuits, but they must also gain a sense of personal identity and power. They must master personal problem solving skills that will enable them to deal with change, and they must acquire the art of interpersonal communications that will enable them to speak with one another and try to bring a sense of dignity and humanity back into the society.

The process of gaining self knowledge and developing a personal identity (self concept) is an interactive process. "How we interact, relate, and transact with others, and the reciprocal impact of this phenomenon form the single most important aspect of our existence. Only through interaction with others can we become aware of our own identity."[2]

Therefore, the primary responsibility of the teacher in this process is to create a classroom environment that will stimulate and reinforce personal inquiry and help students to gain insight into their own identity. The creation of such an environment will necessitate (1) a willingness on behalf of the teachers to explore their own feelings and attitudes towards themselves and their students, and to assess how these attitudes affect their classroom behavior, and (2) the development of a unique set of interpersonal communications skills (based on perceived needs) that will facilitate personal inquiry between teacher and student.

Students will not risk becoming involved in this process if they feel

threatened by either the teacher or their peers. An environment that is conducive to sharing is supportive rather than confrontive; questioning rather than judgemental; flexible and somewhat permissive rather than structured and controlling. Students need to feel that what they are sharing about themselves is being "listened to" and being accepted by others, without fear of ridicule or rejection. Children, like all human beings, need to feel like "winners." We as teachers can increase the possibility of that occuring by employing both our intuitive and learned behaviors.

This training program is founded on the following assumptions:

I. Concerning the nature of the learner (both the teacher and the student)

a) A person's self concept (the way one sees oneself in relation to others) is the single most important attitude influencing one's behavior.

b) Developing a positive and healthy self concept is learned behavior and may be facilitated in a classroom setting.

c) The process of personal inquiry (learning more about one's "self" thoughts, feelings, behavior, attitudes, values) is an interactive process, and requires open systems for interpersonal communication and feedback.

d) The classroom teacher serves as the primary force in establishing a classroom environment that is conducive for such inquiry.

e) The attitudes and resulting behaviors that the teacher displays serve as a critical model for shaping students' attitudes and behavior patterns.

f) There are specific skills of interpersonal communication that will create such learning environments and further facilitate this process of personal inquiry.

II. Concerning the training process

a) Teacher training models must "practice what they preach." They must create learning environments that have direct application to classroom situations.(i.e., if the goal of the program is to provide tools for humanizing classroom learning, the program itself must be humanistic in both its process and the content presented.)

b) Information is relevant to the learner only to the degree in which he/she can find personal meaning in it. (The information presented "fits" into one's life.) Therefore . . .

c) Any relevant and humanistic training program must focus specifically on the individual needs and concerns of the learner.

d) Individualized training programs aid the learners in determining their own objectives; in providing alternative sources for acquiring information and gaining experiences; and in providing ongoing and consistent feedback to the learners regarding their progress.

II. Overview of Program

This Interpersonal Communications Guide is the result of several years of both research and experience on the part of the author. It by no means represents either a finished product or a panacea for all of the ills that currently plague educational institutions. Rather it is an attempt to specifically focus on teacher-student interaction in such a way as to maximize personal inquiry and growth.

As with any person involved in the helping professions, I became acutely aware of the necessity to refocus the learning process on the needs of the student, for at the heart of any system is the human "self." After twenty (plus) years of formal education I can honestly say that the only relevant information that I acquired (and that I still retain) is that information which gave me insight into my own sense of "being." I remember distinctly the limited number of teachers who helped me feel like a "winner" and who gave me the support and reinforcement to believe in myself and my own potential to think and create. For years I tried to model their very "humane" style of interaction. Although I have hopefully developed my own unique style of communicating, that modeled behavior of others served as an impetus for this research.

Specifically, the questions which I attempt to address are:

1) What is my philosophical view of the nature of persons? What type of learner do I wish to nurture? What are the characteristics of humane individuals?
2) What type of learning environments would stimulate and develop the humane potential?

3) What is the role of the classroom teacher in creating such environments?

4) What specific skills does the teacher need in order to facilitate such growth?

Teaching at its essence is really human interaction. Research has provided our field with specific skills and behaviors that facilitate healthy and effective interaction. I have selected nine such skills and divided them into three separate clusters. They are:

1) Initiating the Affective Climate

2) Eliciting Students' Expressions of Feelings

3) Clarifying Affective Responses

The author cautions that the clustering of the skills may in fact be arbitrary, but until proven otherwise, they seem to reflect an intuitive pattern of personal interaction. I believe that the skills represent a developmental process which enables the learners to first become aware of each other (Attending) and then begin focusing specifically on the way they perceive one another, including their thoughts, feelings and behaviors. (Active Listening and Responding).

After this rapport has been established, the next step involves direct questioning and sharing of feelings and attitudes (Inventory). DISCLOSURE and FEEDBACK represent the heart of the personal growth process. It is only through our willingness to disclose internal information about ourselves that other people can get to know us. Conversely, it is only through Feedback from others that we can gain insight into how people perceive us.

The final cluster allows us to identify the "blocks" or (1) discrepancies which lie between our attitudes and values and our ensueing behaviors.

Through the use of (2) clarifying questions we can begin to see our inconsistencies and we can consequently (3) generate alternative behaviors that may be more productive and effective. To be able to generate alternatives and to have viable choices places us in a powerful and insightful position. It allows us to take control over our own destinies and frees us from the bonds of the static status quo.

This Interpersonal Communications Guide provides teachers with competencies in:

1) describing the role of the classroom teacher in facilitating an environment that supports and enhances personal inquiry and effective interpersonal communications.
2) describing and demonstrating a minimum of three specific interpersonal communication skills, selected according to individually perceived needs.
3) defining a personal style of interpersonal communication, with specific focus on effectiveness and comfort level.
4) identifying the effects that these behaviors have on the student population.
5) defining and demonstrating the characteristics of effective Attending Behavior.
   a) identifying verbal and nonverbal communication cues and inferring "messages" based on these cues.
   b) determining comfort level in dealing with periods of silence.
6) defining and demonstrating the characteristics of effective Active Listening Behavior.

a) differentiating between content messages and affect messages.

b) identifying the effects of personal expectations on effective communication.

7) defining and demonstrating the characteristics of effective Responding Behavior.

a) paraphrasing to assure understanding of what others are saying.

b) describing specific behaviors as a skill that will enable other persons to recognize the effects that their behaviors are having on others.

8) defining and demonstrating the characteristics of effective Inventorying Behavior.

a) identifying the effects of feelings on communication.

b) identifying how internal thoughts and feelings are displayed through body messages.

c) describing internal feelings; internal sentences (dialogues); bodily sensations.

9) defining and demonstrating the characteristics of effective Disclosing Behavior.

a) disclosing personal thoughts and feelings to others.

b) demonstrating classroom strategies that will stimulate disclosure (i.e., "open invitations to talk").

c) using "I" messages.

d) focusing disclosure of personal feelings occurring in the HERE and NOW.

10. defining and demonstrating the characteristics of effective

Feedback Behavior.

a) applying guidelines to giving and receiving feedback.

b) checking out perceptions of others' feelings or intentions.

c) recognizing incongruent messages.

III. Description of the Training Materials

One of the major goals of this research project is to develop individualized teacher training materials which focus on specific skills or clusters of behaviors which are fundamental to effective interpersonal communications. It is hoped that each self-contained packet will include all of the information and directions that are needed to accomplish the stated objectives, and that it will lead you to successful mastery of the skills at the stated criterion level. Each of the self-contained packets include the following elements:

1) Rationale

The rationale describes the purpose and importance of each individual skill within a cluster, in both theoretical and practical terms. Specifically, the behavioral characteristics of each skill are defined as well as the effects that such behaviors will have on students. In more general terms, the rationale also defines how each cluster of behaviors will facilitate the development of a more humane environment.

2) Description of Objectives

The objectives stated at the beginning of each unit describe explicitly what you will be able to do (or demonstrate) upon completion of the learning package. Secondly, each statement of objectives will also contain a criterion level for effective performance. In other words, from the onset of the experience, you will know exactly what skills you will need to demonstrate and how well or to what degree you will have to display them.

3) Prerequisites

This reflects background information that is needed before beginning the learning packets or experiments. In most instances the only prerequisite that will be required is the successful mastery of the preceding skill. Although it has not been validated that the skills presented are hierarchical in nature, research has suggested that a logical transition between skill development does exist.

4) Pre-Assessment

It is very possible that many of you may already be successfully incorporating these skills into your daily interactions with your students. Thus, this pre-assessment procedure will provide you with the opportunity to "test-out" of the learning experience and procede to the next skill. It is suggested that you complete each pre-assessment and use the feedback as a guide to your future skill selection.

5) Learning Alternatives

These activities provide multiple routes for gaining new information and experiences in order to successfully complete the stated objectives. They may include readings, audio tapes, direct observations, discussions with peers, role plays, simulations, etc. They are optional and are presented for your selective use.

It is hoped that if none of the learning alternatives listed here match your needs. that you will design your own and share them with the rest of the group. A feedback form is provided at the end of this booklet for such procedures.

Critical to each skill development packet is a Behavioral Checklist

listing specific characteristics of each skill. You may choose to use only this checklist as a guide to your own skill development by practicing the characteristics listed. This is certainly a viable method of self-instruction and may or may not be supplemented with other listed learning activities.

6) Post-Assessment

This procedure is used to assess whether you can in fact demonstrate the skill at the pre-stated criterion level. It is suggested that the post assessment be used as a self-evaluative tool and that you use the Behavioral Checklist as a criterion for mastery. If you find that you do not successfully demonstrate all of the suggested characteristics listed in the Checklist, go back to the preceding learning activities and try some other alternatives. Then reassess yourself.

IV. Directions for Using the Behavioral Checklists

At the end of each skill description you will find a behavioral checklist including the specific characteristics of that skill (three checklists per cluster). These lists reflect the criteria for mastery or the specific behaviors that you will need to be able to demonstrate in order to successfully complete the module.

These checklists have been used in a variety of ways in the training materials.

1) Pre-assessment tool. As previously stated, it is possible to "test out" of the training module if you are already able to demonstrate the selected skill. One way of determining such abilities is to preassess your behavior against the given checklist.

   a) Make an appointment with your facilitator. Be prepared to present at that time a 15-20 minute lesson, in which you can demonstrate your ability to display the stated behaviors. You will then present such a lesson to your peers, and thus be "observed" by them, as well as your facilitator. If you demonstrate the majority of the characteristics, as tabulated on the checklist, you will complete the module. If by chance you do not demonstrate the behaviors at the given criteria level, your facilitator will help you to determine where to enter (re-enter) the learning module, i.e., suggest specific activities that will help you master the skill.

   b) You also have the option to bring a videotape segment (15-20 minutes) of your classroom interaction to your facilitator.

Together, using the Behavioral Checklist, your behaviors will be discussed. (Audiotapes may also be used, but only with specific skills. It would be difficult to assess, for example, affective Attending Behavior via an audiotape.) Ask your facilitator.

2) Post-assessment. At the completion of the self-selected learning activities, when you are ready to assess whether in fact you have mastered the skills, the Behavioral Checklist will again be used. The same options, as suggested in the pre-assessment, will be employed--simulated or actual classroom interactions, or audio and/or video segments. Again, the Behavioral Checklist represents the ultimate criterion for mastery of the skills and stated objectives.

3) Learning Activities. You will notice as you proceed through the individual modules that several of the learning activities suggest the use of the Behavioral Checklist. For example, you may wish to ask one of your group members to observe you during your classroom interactions and help you to assess your behaviors based on the criteria stated in the checklist. Or, you may choose to observe interpersonal communication through the use of videotaped model films; personal encounters; other classroom interactions. Using the Checklist will help you to focus on specific behaviors and serve as a framework for determining effective behaviors.

4) Since the Behavioral Checklists represent the ultimate criteria for assessing mastery, you may choose to use only these lists as

a guide for acquiring and refining your behaviors. Video- and/or audiotape your interactions and then evaluate yourself incorporating the checklists. Where are your areas of strength? Of weakness? As you begin practicing these behaviors, continually ask yourself how comfortable and natural you feel. Are you noticing any differences in your patterns of communication? Are you receiving any feedback from others? If you are experiencing any difficulty, immediately contact your facilitator.

Additional checklists for your use are:

1) Partner's Assessment - You may choose to use these checklists if you are working with a partner in your school. They may be used as a form of feedback in your attempt to practice the behavioral characteristics of a specific skill.

2) Self Assessment - You may use these checklists continually as a guide to your acquisition of the interpersonal communication skills.

3) Teacher's Perceptions of Students' Behavior - As you begin practicing these skills in the classroom, you may begin to see changes in students' behaviors towards you and each other. These checklists reflect specific changes that may occur. Use them as a guide in helping you determine the effects that your behaviors are having in the classroom.

Cluster I: Initiating the Affective Climate

This module packet includes:

1) Individual booklet: Initiating the Affective Climate

2) Learning resource center:

(readings:)

Packet #1: Attending
- Nonverbal Cues
- Communication Without Words
- Nonverbal Communication
- Nonverbal Behaviors

Packet #2: Listening
- Listening: A Clue to Better Understanding
- The Listening Game
- Listening for Feeling (An Exercise)
- Training in Perceiving Feelings

Packet #3: Responding
- Facilitative Responding
- Responding with Respect
- Defensive Communication

(books:)

Human Interaction in Education
Gene Stanford/ Albert Roark

Directions for Completing this Module Cluster

1) Read introduction and description of training materials.

2) Complete Pre-assessment Questionnaire #1. Check answers with the key at the end of the module.

3) If you successfully completed any one single part, or all of the questionnaire, continue on to Pre-assessment Questionnaire #2. This provides you with the opportunity to demonstrate the three stated interpersonal communications skills of this module. You may demonstrate each skill individually, or three of them collectively. For example, you may choose to just "test out" of Attending Behavior (based on the information received from Pre-assessment #1). Or you may feel confident in your ability to demonstrate all three behaviors collectively. Follow the directions as given.

4) Look at the Behavioral Checklist(s) that correspond with the skills which you wish to demonstrate. This list represents a guide that you can use in observing and assessing your effectiveness in demonstrating the stated skill.

5) Based on the information gained from Pre-assessment Questionnaires #1 and #2, enter the learning module. (If you were able to "test out" of any of the skills, please notify your facilitator.)

6) Read each skill description carefully. Refer to the Behavioral Checklist and begin practicing the listed characteristics. If additional information is needed, try any of the suggested Learning Activities.

7) Proceed through the module, practicing and demonstrating one skill at a time.

8) Complete both Post-assessment #1 and #2. Good luck!

Performance Objectives

Development of introductory Interpersonal Communication Skills as demonstrated by completion of Behavioral Checklists #1, #2, and #3.

Sub-objectives

1) Gain awareness of the role of the teacher in developing a classroom atmosphere that promotes self-exploration to the extent that you can define three specific interpersonal communications skills, and describe how each of these skills serves to facilitate such an environment.
2) Gain awareness of both your personal pattern (or style) of interpersonal communication and the effects that these behaviors have on other persons to the extent that you can complete Self Assessment #1, #2 and #3, and Partner Assessment.
    a) Demonstrate skill of Attending Behavior to the extent that you can complete Behavioral Checklist #1.
    b) Demonstrate skill in Active Listening to the extent that you can complete Behavioral Checklist #2.
    c) Demonstrate skill in Responding Behavior to the extent that you can complete Behavioral Checklist #3.

Pre-Assessment Questionnaire #1

Part I: (1) When you are involved in a conversation what are three cues (verbal or nonverbal) you use to let the other person know that you are listening and are interested in what is being said?

1)

2)

3)

(2) Three characteristics of non-attending behavior are:

1)

2)

3)

(3) What "message" does effective attending behavior convey to the speaker?

1)

2)

(4) During periods of silence in a conversation I usually:

1) Get fidgety.

2) Ask the speaker to say more.

3) Redirect the conversation towards myself.

4) Summarize what has just been said.

5) Take the time to reflect.

Part II: (1) Any message being delivered usually has two separate messages. One is a _____ message and the other is _____.

(2) Two questions I ask myself before I engage in any interpersonal communication are:

1)

2)

(3) Active listening may be defined as: (include a minimum of three components)

(4) What are two things you notice about yourself that block you from actively listening to another person:

1)

2)

Part III: (1) Three different categories of Responding Behavior are:

1)

2)

3)

(2) Effective Responding Behavior facilitates . . . .

(3) Two other skills (behaviors) that enhance (are incorporated in) Responding Behavior are:

1)

2)

(4) Responses that facilitate personal inquiry (growth) are:

1) Exploratory

2) Clarifying

3) Judgemental

4) Advising

5) Confronting

Pre-assessment Questionnaire #2

Make an appointment with your facilitator and another friend. Be prepared to present a fifteen minute dialogue using the content of your choice. Demonstrate the characteristics of the selected skill(s). Videotape will be available if you want to use it. Your facilitator will then help you assess your performance using the Behavior Checklists (pgs. 29, 35, 43). Also have your friend describe your behavior and his/her reactions to the meeting (a Peer Feedback Checklist is provided). You may then want to review the videotape with your facilitator in order to determine your areas of strength and weakness and assess where to enter the module (see Flow Chart, pg.).

Cluster I: Initiating the Affective Climate
Enabling Element Number 1: Developing Attending Behavior
Prerequisites: None

Skill Description #1: Attending Behavior (Verbal and Nonverbal Cues)

When you are experiencing a conversation with another person, how do you let that person know that you are involved in what is occuring and are interested in what is being said? What are you looking at? What are you thinking or feeling inside? What are your facial and body motions conveying? How do you verbally respond?

Communication is both verbal and nonverbal. Often our "actions speak louder than words." (In fact, in attending behavior nonverbal messages are more important than verbal messages.) In creating an environment that is conducive to sharing, it is critical to communicate the message (either verbally or nonverbally): "You have self-worth and importance. You are worth listening to and I am interested in what you are saying."

The first step in such a process is defined as Attending Behavior. The critical components include: (1) maintaining eye contact; (2) physical attentiveness as reflected through body posture and gestures; (3) verbal attentiveness in which the listener does not interrupt or interject personal comments except those that directly relate to what the speaker is saying.

We are all aware of what non-attending behavior looks like. We experience it continuously! We are well aware of the frustration that occurs when the so-called "listener" is looking at his shoes, playing with her hair, or suddenly interjects, "I know exactly what you mean. Let me tell you what happened to me . . ." All of those behaviors detract measurably from effective interpersonal communication.

Here are some helpful hints for developing this skill:

A. Physical Component

Mehrabian determined through his research that over 90% of the messages that teachers send to their students are nonverbal.[3] Teachers can often say more with the wink of an eye than they can with several sentences. Therefore, try to become more aware of your body and facial expressions.

1) Focus your eyes directly on the speaker, but be sensitive to the effect that your focusing has on the speaker. Most of us feel uncomfortable with direct eye contact and tend to shy away from it. Readjust your eye contact accordingly.

2) Space proximity is another key factor. Situate yourself in such a way that you have direct eye contact with the other person. Here, too, try to sense "how close is close enough?"

3) Your facial expressions can give you away! Let your face tell the speaker that you empathize with him/her. Smiles, frowns, expressions of surprise or disappointment don't cost very much. Share them.

4) Body positions are also critical. (In fact, Mehrabian noted that an arms akimbo position most often occurs in conversation with a disliked person.) Find a comfortable position and relax. "A fidgeting body makes for fidgety conversation," says Confuscius.

B. Verbal Component

1) Silence may in fact "be golden" when used appropriately in interpersonal communication. It gives both parties a chance to stop and reflect on what has been said. It may also encourage the speaker to say more if he doesn't have to anticipate an instant rebuttal.

2) Nothing is more deadly than a "void silence," so obviously you will have to complement it with minimal verbal acknowledgements. The key issue here is not to interrupt or interject personal comments. Keep the reactions brief and quickly refocus on the speaker.

3) Sub-summaries gently facilitate interpersonal communication. When appropriate, summarize the essences of what the speaker has said in a sentence or two. This captures the gist of the message and sends it back to the speaker.

Observer's Assessment and
*Partner Assessment

Attending Behavior Checklist #1

Part I

		Observation 1	Observation 2	Observation 3
1)	Teacher had direct eye contact during our conversation.			
2)	Teacher's eyes were easily distracted by other actions.			
3)	Teacher's eye contact seemed strange and unnatural.			
*4)	Teacher's eye contact made me feel uncomfortable.			
5)	Teacher's body seemed to be relaxed.			
6)	Teacher was fidgeting (playing with hair, clothing, etc.).			
7)	Teacher's face was expressionless.			
*8)	Teacher's face reflected the emotions that I was experiencing.			
*9)	Teacher made me feel uncomfortable during periods of silence.			
*10)	Teacher did not interrupt me while I was talking.			
11)	Teacher used brief expressions that indicated understanding (nod, smile, etc.)			
12)	Teacher asked for clarification when necessary.			

Part II: Please complete the following questions.

*1) My personal reactions to the teacher's behavior were . . .

*2) Specific behaviors of the teacher that I noticed were . . .

Attending Behavior Checklist

1) I initiated eye contact during the conversation.

2) I was aware of the comfort level of the speaker and modified my eye contact accordingly.

3) My body posture was relaxed. I wasn't fidgety.

4) I was conscious of the fact that my face expressed appropriate facial cues in reaction to the speaker's messages.

5) I (often) felt my body leaning towards the speaker at specific junctures in the conversation.

6) I didn't feel uncomfortable with periods of silence.

7) I used brief comments to acknowledge the speaker during the conversation but then quickly refocused attention back on the speaker.

Complete the following questions:

1) Some of the non-verbal messages that I think my face and body communicated were . . .

2) My word message(s) was congruent with my body message(s) when I . . .

3) Usually during periods of silence I . . .

4) Other cues that I used to denote attending behavior were . . .

Learning Activities: Attending

1) In pairs role play situations which typify non-attending behavior. From these scenes compose a list of all the ways persons do not attend to each other. Share them with the group. If you prefer role play again, using effective attending behavior.

2) Observe a five minute dialogue between any two persons (while sitting in the cafeteria, via a T.V. program, during a class session) and list the characteristics of attending or non-attending behavior. Make inferences regarding the productivity of the conversation and if possible receive feedback from the speakers involved. (Simply ask them if they felt as if they were being listened to.)

3) Teach another person effective attending behaviors. Then ask that person to engage himself/herself in conversation with another person, and evaluate his/her effectiveness. How well did you transmit the original behavior?

4) View a videotape in the L.R.C. (Learning Resources Center). Evaluate the attending behavior using the Behavior Checklist at the end of this sub-objective.

5) Read Affective Modules (Red Book) 4.0 Communication: Listening and Responding and/or 5.0 Communication: Nonverbal.

6) Read articles contained in packet #1 entitled Attending (three articles).

Cluster I: Initiating the Affective Climate
Enabling Element Number 2: Developing Active Listening Behavior
Prequisites: Completion of Attending Behavior Sub-objective

Skill Description #2: Active Listening

Listening is one of the most difficult communication skills to master. It involves more than just concentrating on the words being spoken. It requires the listeners to suspend their own value judgements regarding both the person speaking and the topic being discussed. The listeners must then attempt to put themselves "in the other person's shoes and see the world through their eyes."

Any message being delivered usually can be divided into two separate components: the content message and the affect message. Content refers to the actual topic being discussed. Affect refers to the feelings (emotions) that the speaker has towards the topic. For example, when a child says, after being reprimanded by you, "I hate you. You're so mean," the content message is the reprimand; the affect message is one of anger and hurt. The skill of Active Listening requires you to be able to differentiate between these two types of messages.

The skill of Active Listening is critical to your attempt to initiate an affective classroom climate, where students will feel free to share and explore their own feelings. It facilitates a mutual bond of warmth and trust between you and your students. The effective modeling of this behavior will serve as a stimulus for students to improve their own listening skills--with you and with their peers.

Step I:

The specific steps involved in developing effective Active Listening

skills actually begins with personal inquiry. Your ability to listen requires you to be aware of your own feelings, prejudices and expectations toward the speaker involved.

You need to ask yourself:

1) How do I feel about the speaker and the topic being discussed?

2) Do I really want to hear what that person is saying?

3) Do I genuinely want to help the speaker if he/she presents a problem?

4) Can I accept the feelings and attitudes of the speaker even if they are different than my own?

5) Can I accept the speaker as someone separate from myself--a unique person?

Even though many conversations are spontaneous in nature and it initiatially won't seem possible to put ourselves through the above inventory, if the interpersonal communication is to be open and honest, we must train ourselves to answer the above questions at the onset of the encounter. Hopefully if the answers are positive, it will lead you to the point where you can say: "I have dealt with all my personal issues regarding this person and I can now block them out of my mind and concentrate on both the content and affect messages being conveyed."

Dealing with people's feelings, attitudes and values is "heavy business." Unlike dealing with a topic such as weather, it requires highly specialized skills like Active Listening.

Step II:

At this point, your Attending Skills come in to being. Attend directly to the verbal and nonverbal cues of the speaker. What messages are being

delivered? What is the tone and pitch of the speaker's voice? What emotions are being relayed? How loudly or softly, rapidly or slowly is he/she speaking? What are the hand and body movements saying? This is a "doubly difficult" task. It requires you to look and listen simultaneously.

Step III:

As the conversation proceeds, try and make private inferences about what the speaker is both saying and feeling. Is he/she sending congruent messages? In other words, are the emotions expressed consistent with the word-messages? The incongruent message is easy to spot. It is like looking at a child whose body is rigid, whose hands are clenched, and who says to you with stuttering words: " Don't woory, I'm just fine. Everything seems to be O.K.Try to answer the question: "How does this person feel towards the topic being discussed?" Finding the right "feeling" words to describe the speakers messages may initially present some difficulty. Unfortunately because students affects and concerns have not been traditionally viewed as legitimate classroom content, we suffer from the lack of an appropriate vocabulary. Appendix A at the end of this module may be of service to you.

Active Listening Checklist

1) I quickly inventoried my personal feelings, attitudes and expectations towards the speaker and did not feel that they would block effective communication. Two specific questions I asked myself were:

1)

2)

2) I focused my attention directly on the speaker while he/she was talking and I did not spend time formulating my own response. Two specific ways that I showed the speaker that I was listening were:

1)

2)

3) Two cues (verbal or nonverbal) that I noticed about the speaker were _____ and _____.

Inferences I made regarding these cues were:

4) I listened to the speaker and was able to differentiate between the content messages and the affect ones. The content message was:

The affect message was:

Directions: The degree to which one accurately listens is known only to the listener him/herself. Therefore, the checklist for this skill is a self inventory. Kindly complete the following questions. The effectiveness of your listening skills will be assessed more directly in the next skill (Responding). Your ability to accurately respond to the speakers' messages will be contingent on your ability to listen, observe and make inferences.

Optional

Learning Activities : Active Listening

1) Complete any number of the situations described in the "Training in Perceiving Feelings" packet (included in L.R.C. materials under "Active Listening"). It would be most helpful if you completed the activity with a partner and then shared your own perceptions of the situations described with each other.

2) Complete "Listening for Feelings" (an exercise included in L.R.C. materials under "Active Listening"). Compare your responses with the key provided.

3) Complete suggested readings included in packet ("Listening: A Clue to Better Understanding"; "The Listening Game").

4) Read and complete Affective Module 4.0 Listening and Responding (Red Book).

Cluster I: Initiating the Affective Climate
Enabling Element Number 3: Developing Responding Behavior
Prerequisites: Completion of Attending Behavior Sub-objective and Listening Behavior Sub-objective

Skill Description #3: Responding Behavior

The third and final behavior in this cluster entitled Initiating the Affective Climate is the skill of Responding. It is imagined that after successfully completing the two preceding Enabling Elements (Attending, Active Listening), the art of responding to speakers' messages would be a natural transition. The behaviors involved in this cluster may be viewed through the following diagram:

Attending to Student	Listening to Student	Responding to Student
You approach a student who is seated at his desk with his math book open. He is staring into space, playing with the pages of the book and suddenly says:	"I'm dumb." (decode) Content: Math is hard. Affect: "I'm frustrated."	Describe behavior. "I see you sitting here, staring into space, and it seems like you are frustrated with the math. Can I help you?

An effective response on the part of the teacher can communicate to the student: "I have listened carefully to what you have said and I would like to share my observations with you. Is this what you meant?" The teacher's response can serve as a mirror of the students words and behavior in that it provides direct feedback, i.e., the speaker is telling him how his messages were conveyed and being received. Effective Responding Behavior will facilitate self-exploration, for when speakers' statements are reflected back, they may then begin to organize and clarify their messages in more meaningful ways. They may say to themselves: "Is that what I really said? Is that what I did? I wonder what I meant by that:" They may also be thinking: "Boy, she really listened to me. I must be O.K!" This inter-

action may also provide an opportunity for the speakers to clarify any misinterpretations both on the part of the listeners or themselves.

Responding Behavior enhances the development of a non-threatening environment in which learners can feel free to explore and express themselves. The responses are never judging, advising, imposing, confronting or ridiculing. Rather, they are reflective and questioning in nature.

Effective Responding Behavior requires you to:

1) Become aware of any preconceived thoughts or feelings you may have regarding the speaker and/or the topic being discussed. Will they hinder communication? If so, how?
2) Attend carefully to both the verbal and nonverbal messages of the speaker. OBSERVE.
3) Make a mental note of the exact words being spoken, and the specific behaviors being demonstrated. LOOK and LISTEN and RECORD.
4) Make inferences (for yourself) regarding both the content messages and the affect messages being delivered. What is the speaker saying? What feelings are associated with the words? LOOK, LISTEN, RECORD, INFER.
5) Describe the specific observed behaviors of the speaker. DESCRIBE.
6) Be aware of the tone of voice that you use. Avoid sarcasm, judgment, reprimand.
7) Ask for clarification if necesary. CLARIFY.

Describing the specific observed behaviors of others is a difficult task. Most of us usually discuss the speaker's attitudes, personality, characteristics, or our personal reactions to the speaker or the topic

being discussed.

Effectively describing behavior allows us to report specific, observable actions of the speaker without placing value judgments, accusations or generalizations on the behaviors. The goal of this Interpersonal Communication Skill is for you to accurately let the speaker know what behaviors you are responding to.

The developing of effective Responding Behavior may be viewed on a continuum of successive behaviors ranging from mere parroting of the speaker's words, to behavior descriptions, to paraphrasing, or reflecting a summary of observed word, feeling and body messages.

1) Parroting (reflecting content). This response repeats almost verbatim the words the student has just used. No attempt is made to reflect the feeling messages that were conveyed. Sometimes just hearing the exact words that one has just spoken can be a clarifying experience. A sample of such a dialogue may be: (Student) "I don't know the answer because I didn't do the reading." (Teacher) "You are unprepared therefore you can't answer the question." Even though this response may sound a little rote, practice using it for a while, for it helps to develop your listening skills.

2) Behavior Description (reflecting behavior). As previously mentioned, this next step in Responding Behavior requires you to specifically describe the actions to the speaker. Use visable evidence. A helpful hint for beginning such a response may be: "I noticed that . . ."; "I heard you say . . ."; "When you did . . ." Example: "Jimmy, I noticed that you are speaking more than anyone

else in the circle today. You just cut off Ellen from sharing her ideas." NOT: "Jimmy - you're rude." (This names a trait and gives no behavioral evidence.)

By describing specific behaviors that you observe, you provide insight to the speaker concerning how he/she is "coming across" or being perceived by you and others. Since the responses are descriptive and non-evaluative, the speaker need not become defensive. He/She now has several ways to respond. (1) He/She can "own" the comments: "I guess you're right. I didn't realize I was doing it." (2) He/She can not "own" the comments: "You're wrong. I didn't do that." (3) He/She can ask for clarification: "Boy, I didn't know that I did that. What happened?" (For more information regarding Defensive Communication, read the article by the same title in the Learning Activities packet entitled "Responding.") Again, Behavior Description may be defined as the ability to describe specific observable actions, without placing a value judgment on them. Descriptions do not include accusations or generalizations about the other person's motives, attitudes or personality traits.

3) Paraphrasing (reflecting content, feelings and behavior). Paraphrasing goes beyond the parroting or repetition of word (content) messages. It represents an attempt on the part of the listener to summarize what he/she saw and heard; to "check out" his/her observations (perceptions); and to make sure that these perceptions match the original intentions of the speaker. Paraphrasing

is an interpersonal communication skill that conveys to the speaker that you are both interested in what is being said and that you wish to increase the accuracy of your understanding.

Effective paraphrasing is not a semantic game or a way of putting the other person's ideas in new terms. Rather it comes from a genuine attitude and desire to understand exactly what the speaker is saying and doing. You are never expected to play the role of a mind reader. You do not have to try and guess what the speaker is thinking. Summarize what you say (behavior description) and heard (reflection of content) and share them with the speaker. "Check out" your observations. How accurate were they? Did they match the speaker's intentions?

Helpful introductions are:

1) "It seems that what you were saying was . . ."
2) "Could it be that . . ?"
3) "Were you trying to say . . ?"
4) "I saw you . . ."
5) "I noticed that . . ."
6) "I heard you say . . ."

Timing and the number of paraphrased statements are critical components. It can be just as ineffective to paraphrase too much as too little. It becomes annoying to the speaker to have everything repeated or summarized. It can often cause the speaker to doubt your intentions of wanting to receive clarification. He/She may even suspect that you are "trying to put your words in

his mouth" and tell him/her what they should say or mean. Communication becomes unbalanced.

"Frequent paraphrasing seems especially appropriate to two general conditions. (1) When mistakes might be costly, accuracy of communication becomes more important. To assume understanding rather than checking it out under such a condition is to risk grave consequences. (2) Strong feelings in the sender and/or the receiver increase the probability that comments will be misunderstood, because they distort or obscure parts of the message. In such cases, paraphrasing becomes crucial as a way of insuring that the message comes through as intended. The next time someone is angry with you or you are angry with him, try paraphrasing what he says until he agrees that you understand what he is trying to convey. Note what effect this has on the other person's feelings and also on your own."[4]

Observer's Assessment

Responding Behavior Checklist #3

	Observation 1	Observation 2	Observation 3
1) Teacher responded by using the exact words of the speaker.			
2) Teacher misquoted the students words.			
3) Teacher responded at the end of the conversation.			
4) Teacher responded intermittently during the conversation with a nonverbal cue (nod, smile, touch, look of surprise, etc.)			
5) Teacher responded intermittently during the conversation with verbal cues that distracted ~~from~~ the speaker ("I know what you mean. Let me tell you what happened to me.")			
6) Teacher responded intermittently during the conversation with verbal cues that encouraged the speaker to say more.			
7) Teacher responded intermittently during the conversation with verbal cues that asked for clarification.			
8) Teacher responded intermittently during the conversation with verbal cues that indicated that he/she was listening and following the course of thought being expressed ("O.K.," "Mmmm," "I see").			
9) Teacher responded by describing the specific behaviors of the speaker.			
10) Teacher summarized the gist of the content.			
11) Teacher responded by describing specific behaviors of the speaker and also summarizing the content of the conversation.			
12) Teacher responded by sharing personal perceptions (inferences) of the speaker's thoughts and feelings.			

	Observation 1	Observation 2	Observation 3
13) Teacher's inferences were inaccurate.			
14) Teacher responded with a factual reply.			
15) Teacher responded with a direction ("Look it up in the book").			
16) Teacher responded with a sarcastic tone.			
17) Teacher responded with a judgment ("That's wrong." "You're rude").			
18) Teacher responded in a confrontive manner ("You don't really believe that, do you?").			
19) Teacher's tone seemed to communicate a sense of acceptance.			
20) Teacher's responses were imposing ("I think that you <u>should</u> say you're sorry").			
21) Teacher paraphrased the students' messages so often during the conversation that it was distracting.			

Responding Behavior Checklist

I. Self Evaluation

1) I concentrated on both the verbal and nonverbal cues of the speaker. Two examples of such cues were:
   1)
   2)

2) I made inferences to myself regarding both the content and affect of the speaker's messages. The specific inferences were:
   1)
   2)

3) My responses were appropriately timed and I did not interrupt the speaker. The specific cue that told me it was an appropriate time to speak was:

4) I know I responded to the content correctly because I . . .

5) One way I "checked-out" the accuracy of my inferences was . . .

6) When I misinterpreted the message I asked for clarification.
   a) The misinterpretation was. . .
   b) The way I asked for clarification was . . .

7) The most comfortable type of responding category for me was. . .

8) The effect that this skill had on our communication was . . .

Partner Assessment

II. Partner's Evaluation (Present to Partner - Share Feedback)

_____ 1) The teacher's responses were focused on my topic.

_____ 2) The teacher's responses were appropriate. They did not make me feel embarassed or offended.

_____ 3) The teacher responded using words that I could understand. A sample response was:

_____ 4) The teacher's tone of voice reflected the feelings I was experiencing (happy, sad, surprised, confused, etc.)

_____ 5) The teacher's responses were non-evaluative.

_____ 6) The teacher's reaponses encouraged me to say more.

7) The teacher made me feel comfortable by . . .

8) The teacher communicated a genuine feeling of warmth by . . .

Optional

Learning Activities: Responding Behavior

1) Form a group composed of at least five members of your class. Present a positive cue to the group such as: "What was the last geographic location in which you were happy for five days in a row?" As each person shares his response, have another person volunteer to convey back to the speaker what he/she heard the speaker say. Convey the content first and then the feelings perceived by the listener. A sample feedback sentence may be: "I heard you say _____ and I imagine you felt _____."

2) Complete "Responding with Respect" situations (listed in L.R.C. packet under "Responding Behavior"). Then role play the situations and responses with a friend. How natural or unnatural do they sound? What reaction did your friend have to your responses?

Answer Key
Pre-Assessment Questionnaire #1
Cluster I: Initiating the Affective Climate

Part I

1) a) Maintain direct eye contact with the speaker.

   b) Use facial expressions that reflect the affect (feelings) being conveyed by the speaker (surprise, sadness, confusion).

   c) Briefly summarize the gist of the message at the end of the conversation.

2) a) no eye contact

   b) constant interrupting

   c) fidgeting and distracting body movements

3) a) I am listening to you

   b) I know that you are here

   c) I am interested in what you are saying

4) 2, 4, 5

Part II

1) content; affect

2) Do I really want to be here:

   What preconceptions do I have towards this person? Toward the topic being discussed?

   How will they block or prevent me from listening?

3) Active Listening is the ability to suspend one's own value judgment regarding both the person with whom one is involved in conversation, and the topic being discussed, and attempt to put

onesself "in the other person's shoes and see the world through their eyes" (empathy).

4) Negative feelings towards the person or topic

Involvement in one's own thoughts

Time (busy and involved in other activities)

Willingness to concentrate

Thinking about a response or solution to the problem being presented

Part III

1) Parroting, behavior description, paraphrasing

2) Effective Responding Behavior enhances the development of a class environment that is conducive to personal sharing and disclosure. The use of such behavior sends messages to the students that what they are saying and doing is worth listening to and observing. Yet often times what they intend to say is not received or understood clearly and further clarification may be needed. Responding Behavior reflects back to the speaker the gist of the content delivered as well as a description of his/her behavior.

3) Attending; Active Listening

Observing, Recording

Privately Inferring

Clarifying

4) 1, 2

Post Assessment #1

Either in writing or at a scheduled conference with your facilitator be prepared to define the specific behavioral characteristics of the three interpersonal communication skills included in this cluster. Be prepared to further describe the effects that such behaviors have on interpersonal communications in or out of the classroom setting. Share, if you choose, anecdotes, significant moments, etc., of your experiences as you were developing your own skills in these areas. How has your behavior changed? How natural or comfortable do you feel in demonstrating these behaviors? What effects have these behaviors had on your interpersonal interactions?

Post-assessment #2

Either in a live or simulated situation (classroom or other) or from a videotape and/or audio tape recording, demonstrate the skills of Attending, Active Listening, and Responding, either separately or collectively, to the extent that you complete Behavioral Checklists #1, #2 and #3.

Follow directions as listed in the Pre-Assessment.

Cluster II: Eliciting Students' Expressions of Feelings

Introduction to Cluster II

Take a few private minutes to reflect on the objectives of the preceding cluster (I). What were the specific behaviors involved? What effects did the mastery of these skills have on your pattern of interaction with your students, friends, etc?

Hopefully these behaviors helped to pave the initial groundwork in establishing an environment that is conducive to sharing and self-disclosure. The messages that have been transmitted between you and your students are: "I see you--and not only do I know that you are here but I am also watching and listening carefully to what you are saying and doing." Your modeling of effective Responding Behavior has awakened in your students the realization that both of you have self-worth, and what you say and do are worth observing. Yet, often times what you intend to say is not always interpreted correctly. Still further, your actions may not communicate the same messages as your words. Therefore, we need to take the responsibility of sharing our observations and perceptions with each other in order to clarify any misinterpretation and thus increase the effectiveness of our interpersonal communications.

You are now ready to move on to the next cluster of behavioral skills entitled: Eliciting Students' Expressions of Feelings. Collectively these behaviors help the student to focus on specific feelings that they are presently experiencing, to verbally describe to you and themselves how and what they are feeling, and finally for each of you to provide feedback to each other regarding your joint perceptions of the experience.

The following diagram may help you to visualize this process of interaction:

Johari Window

	(A) Known to Self	(B) Not Known to Self
(C) Known to Others	Area I (A,C) Public Self (Common Knowledge)	Area III (B,C) Blind Area
(D) Not Known to Others	Area II (A,D) Private Self (Secrets, Private Thoughts)	Area IV (B,D) Unconscious Self (Undeveloped Potential)

There is specific information that is known both to yourself and others (A,C Public Self). It may be information received from visual cues such as: "You are wearing a red dress today," or it may be information that you were willing to share with others: "I am afraid of snakes."

At the same time, you may be aware of concerns (such as: "I need money." "I'm afraid." "I'm confused.") which you choose not to share with others. This represents the Private Self sector (A,D).

Still other information may be known to other people that you may not be aware of. (Your slip is showing, you have bad breath, or your body is fidgeting when you speak.) This information is known as the Blind Area (B,C). Last there exists an area of information that is unknown to both yourself and others; the Unconscious Self (B,D). The goal of the personal growth process is to continually discover new information about yourself and to begin to tap that whole unconscious area of hidden potential.

As you develop a helping relationship with others (your students) and begin disclosing information about yourself, Area I (the Public Self) becomes larger and Area II (the Private Self) becomes smaller. As persons risk giving you feedback concerning their perceptions of you, Area I becomes still larger while Area III (the Blind Area) becomes smaller.

Each of us is dependent upon one another for constructive feedback in order to grow and gain significant information about our "self." Through the combined interaction of disclosure and feedback we can begin opening up Area IV (the Unconscious Self) and discover a vast area of potential.

This disclosure and feedback process does not denote "telling everything to everybody." Rather it denotes the sharing of information that is relevant to a helping relationship. It is the sharing of that information that helps other persons to see inside of us and to get to "know" us better. It helps us to verbalize internal thoughts and feelings and to "hear" ourselves. Are we in fact sending messages that really reflect what we are feeling inside? Are we sending congruent messages? Often just receiving feedback from other people gives us added insights and helps us to clarify our own feelings and behaviors.

Once again, each of the skills in this cluster is defined and described individually. It is suggested that you proceed through the cluster, mastering one skill at a time. At the completion of the module you will be assessed on your ability to use either each skill independently and/or all three behaviors collectively, depending upon your personal choice.

Good luck, my friends.

Rationale:

There is a difference between expressing feelings nonverbally (blushing) or verbally ("Go away") and actually describing how we feel ("I feel hurt and angry"). Often times we are unaware that our bodies store feelings and react to what is happening externally. We imagine that there is little connection between what our bodies are feeling and what our heads are thinking, or what our mouths are saying. Learning to describe our feelings allows us to focus on our internal states and bodily expressions (expressions without words) and to give those feelings "words" or "descriptions." The Inventory Skill helps us to become aware of what we are feeling or experiencing (nonverbally) and to describe (put into words) exactly what those feelings are. This process is greatly enhanced by the feedback that others give us - feedback that uses behavioral descriptions of our action and also gives the personal reactions and perceptions of the listener (refer to Responding Behavior - Cluster I). Our ultimate goal is to continually gain insight into our whole beings - our thoughts, feelings and behaviors (both positive and negative) - and to determine how they act, react, and interact to compose our total self-image.

Performance Objectives

Development of introductory Interpersonal Communication Skills known as Eliciting Students' Expressions of Feelings, as demonstrated by completion of Behavioral Checklists #4, #5 and #6.

Sub-objectives

1) Either within a live or simulated classroom situation or from an audio or video recording you will be able to design and demonstrate one strategy for creating an environment which stimulates sharing and disclosure to the extent that the demonstrated behavior includes the majority of the characteristics listed in Behavioral Checklist #4 (Sharing/Disclosure)

   a) Develop awareness of your personal level of disclosure including who you choose to share private information with; what information you are willing to share, to the extent that you complete the Privacy Blocks Experience to your own satisfaction.

2) Either in a live or simulated classroom situation or from an audio or video recording you will be able to demonstrate the Inventory Skill to the extent that the demonstrated behavior includes the majority of the characteristics listed in the Behavioral Checklist #5 (Inventory Skill).

   a) Increase awareness of your internal feelings and sentences (dialogues) to the extent that you can report such feelings and sentences in your personal daily journal; or complete a series of Here and Now Wheels before and after classroom or personal

inventory interviews,

3) Either in a live or simulated classroom setting or from a video or audio recording you will be able to identify and tabulate your demonstrated feedback behavior as described in Behavior Checklist #6 (Feedback).

   a) Explore your personal comfort level in being able to give and receive feedback to the extent that you can complete the Feedback Simulation and the accompanying questionnaire to your own satisfaction.

Pre-assessment #1

I. If video equipment is available, videotape a 15-20 minute segment of your class. Using any technique that you choose ("Invitation to Talk," Magic Circle, a simulation) create a situation in which the children begin to disclose information about themselves. Present specific Inventory Questions that stimulate such disclosure of internal feelings (thoughts) and at the end of the interaction, give the student(s) feedback regarding your perceptions of the experience. Then:

   1) Share the videotape with your facilitator and together assess your behavior using the Behavioral Checklist #4, #5 and #6.

II. Complete the preceeding activity using an audiotape instead.

III. Arrange an appointment with your facilitator to present a 15-20 minute lesson, demonstrating the three skills of this cluster. Ask several of your teammates to join you for a "teach" presentation. Each of your team members will then complete each of the three checklists, assessing your performance. Videotape is available if you choose to use it. If you have successfully demonstrated the majority of the characteristics listed in each of the three checklists, give the peer evaluation forms to your facilitator.

Cluster II: Eliciting Students' Expressions of Feelings
Enabling Element Number 1: Sharing/Disclosure
Prerequisite: Cluster I

Skill Description: #] Sharing/Disclosure

Sharing public or private information about ourselves can be a foreign and somewhat strange experience, especially if it requires us to disclose our feelings. Even though we know intellectually that all human beings have feelings, we often have tremendous difficulty in dealing with these feelings in a constructive manner. It is easier for us to recognize other persons who don't express their feelings (and keep them pent up inside of themselves) than it is to recognize that behavior in ourselves. Most of us feel uncomfortable when we see other persons openly expressing their emotions. Just think of the negative attitude that our culture has towards men crying or couples showing affection in public. Many of us have been taught to believe that it is inappropriate to publicly display our emotions, for these emotions block us from thinking clearly and acting effectively.

It is not our feelings that block us from dealing effectively with ourselves and others, but rather it is the way we choose to channel (or not to channel) them that causes difficulty. Rather than exerting our energies in actively defining and describing exactly what we are presently feeling, we spend most of our time trying to suppress or ignore them. Our vocabulary is filled with such cliches as: "Don't feel that way;" "Cheer up - things will get better;" "Don't cry over spilt milk." We tell the grieving person to turn his mind to more pleasant thoughts;

the angry person we warn not to "get emotional."

A critical step in our personal growth process is to accept the fact that feelings are a very real and very legitimate part of our total self. We need to become more aware of these feelings; we need to be able to define and describe them (in words) to ourselves and to others, and we need to recognize how our feelings express themselves through our behaviors.

Disclosing Behavior is dependent upon three specific criteria:

1) What will I disclose?

2) To whom will I disclose?

3) When will I disclose?

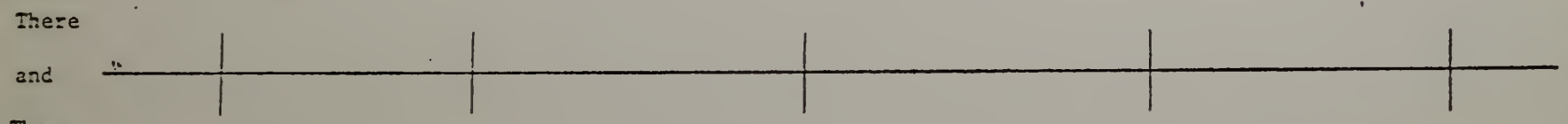
On the next page is a diagram illustrating what and when we choose to disclose concerning our feelings. You will notice that it is easier for most people to talk about feelings that occurred in the past and that it is also easier to talk about the feelings we have towards a person who is not present. It is critical to the interpersonal communications process that we learn to disclose the feelings that we are experiencing right here and now. Feelings that we keep stored up inside of ourselves come back to haunt us in distorted ways. These feelings become "old business" that was never dealt with effectively. Learn to share what you are feeling at the moment of occurrence - in the here and now.

Also, try not to get entangled in the "gossiping game;" gossip in any form of communication can be destructive. When you share the feelings you have towards another person, try and focus your comments on that person directly. Talking about another person "behind his back" will do little to ensure clear communication. All of us find it easier to talk about someone else rather than talking to that person directly. Gossiping

Another sign of the difficulty we all experience with feelings is that the more distant and remote the feelings, the more comfortable we are in discussing them. Try to pay attention to yourself and others when talking about feelings and ask, "How distant are these feelings?" You will find relatively few discussions of feelings that someone is having "right here" and "right now" in comparison with the number of discussions about feelings they had somewhere else (there), at a time in the past (then). Do you find that you talk more easily about feelings you had in the past than about feelings you have right now? Do you find that you talk more easily about feelings toward somebody else than about your feelings toward persons who are present? As you observe yourself and others discussing feelings, see whether the following scale roughly represents what you find.

Scale of Difficulty in Discussing Feelings

Least difficult to discuss	A little difficult to discuss	Fairly difficult to discuss	Quite difficult to discuss	Most difficult to discuss
I tell you how one person felt toward another, neither person being present, e.g., "Joe was angry with Jim."	I tell you my <u>past</u> feelings <u>about somebody</u> not present, e.g., "I was angry with her."	I tell you my <u>present</u> feelings <u>about somebody</u> not present, e.g., "I am angry with her."	I tell you my <u>past</u> feelings about <u>you</u>, e.g., "I was angry with you last month when you...."	I tell you my <u>present</u> feelings about <u>you</u>, e.g., "I am angry with you."



** Jung, Charles., Howard, Rosalie., Emory, Ruth., Pino, Rene. <u>Interpersonal Communications</u>. Northwest Regional Educational Laboratory, Portland, Oregon. 1972.

is a good word to use with children when they fall into this pattern of behavior. Try to refocus specifically on what the child is feeling right now and have both of the parties involved speak with each other directly.

Helping children to disclose their feelings about an incident that has just occurred spontaneously is just one type of classroom opportunity for the use of this skill. You may choose to present specific classroom opportunities that will actively stimulate disclosure.

Most students will not spontaneously volunteer information regarding their feelings and concerns. "Concerns exist and may have to be aroused. Arousal seems to occur during affective experiences." [5]

There are several such experiences that you can introduce in your classroom setting that will stimulate disclosure.

I. Utilizing Structured Affective Exercises

We already have at our disposal a multitude of commercially produced teaching packages which are filled with imaginative games simulations, role plays, vignettes, etc. These programs are based on a number of affective objectives such as: encouraging students to express and clarify their feelings and values (Value Clarification Strategies, Simon and Kirchenbaum)[6]. Others help students to describe the roles they play in groups (Reihert, Charles, 1973). [7] Still others represent developmental programs (K-6-12 grades) that are incorporated into the daily curriculum (Human Development Programs, Bessell and Palomares;[8] Dimensions of Personality, Pflum;[9] Confluent Education, Brown;[10] Self Science Education, Weinstein, et al.[11] An

"Many affective exercises have an almost ritual or gamelike quality. There is often a set order in which students are to share feelings and values and a set format that their expression of feeling is to take."[12] Total dependence on such programs, without mastery of the necessary interpersonal communications skills can be destructive.

The purpose of this training program is to free you from the dependency of formalized programs and to help you to become your own "instrument." In the classroom your own "self" or "being" is the primary instrument for producing effective avenues for personal growth. The behaviors that you have acquired and spontaneously model will serve as the stimulus for student inquiry. Research has stated that it is students' perceptions of teachers' attitudes and behaviors, rather than the content present, that most greatly influences students' self-perceptions and motivations to learn.[6] Learn to feel comfortable and natural in using these interpersonal communications skills and adapt them to your own unique style. Then, no matter what curriculum packages or content area you use, refocusing them to meet the personal needs of your students will become a natural reaction.

II. The Open Invitation to Talk

This invitation to talk may be a one-to-one dialogue between you and your students. It may also represent a group "rap session" in which students can begin sharing information about themselves with each other. Such a group meeting (or personal encounter) usually begins with one open-ended question which deals directly with feelings.

It allows for brief sharing and dialogue and by no means imposes a threat or a structure on the student. It stops when the students indicate that they have said enough.

Two suggested models that you may wish to review are (1) Magic Circle (Human Development Program), Bessell and Palomares,[13] and (2) Class Meeting, Glasser.[14] Both resources are available in the curriculum library. (Specifically refer to the "rules" of the Magic Circle for classroom guides.)

The next area of critical concern is what the child chooses to disclose. Often times students will be involved in an emotional experience at home or at school and may need someone to talk with. These students, if they feel comfortable with you, may naturally come to you with their problems. In order to deal with them effectively refer to the Inventory Skill (Enabling Element Number 2: Cluster I). Other times when you want to stimulate or arouse students' expressions of feelings, Gerald Weinstein suggests the following questions for dealing with the importance of self-disclosure.[15]
These questions may be used as cues for "rap sessions" or as helpful stimuli for creating environments that will reinforce disclosure:

> How much is it smart to reveal or tell about yourself in here? Your real thoughts and feelings? Where do you feel freer to disclose about yourself? What is different there? Do you learn anything by disclosing about yourself?
>
> People say if you keep your thoughts and feelings to yourself, you are better off, what do you think? When isn't that so?

Who can you say what you're really thinking or feeling to? Anyone? Many people?

When was a time you said more than you should about yourself? When was a time you said less than you should? What happened? What did you learn?

If others don't know what you feel, need or want, what do you lose by their not knowing? What do you avoid?

If we really knew each other in this class, what would the atmosphere be like?

Your effective modeling of disclosure will serve as the greatest impetus for stimulating students' own self-disclosure. Determine for yourself what areas you will be willing to share. Always disclose feelings that you are experiencing in the here and now. Speak directly to the person involved - the one who stimulated specific feelings in you. Begin each disclosure with the pronoun "I." "I felt _____ when you did _____." "Right now I feel _____ about _____."

NOTE:

The use of effective Disclosing Behavior requires added responsibility and sensitivity on the part of the teacher. The timing and the degree to which it is used is highly selective. Stimulating disclosure in oneself and others is not a request to "spill one's heart out." The specific characteristics of the skill are intended to communicate the message: "We all have feelings and it is O.K. to share them in this class;" or "Something has just happened in this class that stimulated feelings in me and I want to share them with you." Privacy is just as critical a component in interpersonal communication as disclosure. For example, during your "rap sessions," which are structured opportunities to "unload" or share feelings, every student must be given the opportunity to "pass;" never force anyone to disclose thoughts and/or feelings.

Initially using the suggested structured experiences sets the mood and opens up avenues for sharing and disclosing. The experiences help to establish "self" as legitimate classroom content. Children begin to be aware of the fact that they have feelings and by sharing them

with others they can gain a greater understanding of themselves. Teachers' modeled behavior establishes "unspoken" guidelines, such as using the pronoun "I" (owning your feelings), speaking in the "here and now" (awareness of your present state), using feeling words or descriptors.

Learning Activity #1 (Disclosure)

NAME: Privacy Blocks

OBJECTIVE: To become more aware of your personal pattern of Disclosure to the extent that you can describe who you choose to disclose information to; what information you will be willing to disclose.

PROCEDURE: On the following page you will find a drawing composed of four concentric squares. You will notice that each square has been labeled with the words SELF, INTIMATES, FRIENDS and ACQUAINTANCES. Try to conceptualize this picture as an image of yourself and persons with whom you interact. If you place yourself in the center of all that happens around you, then those persons whom you allow to get the closest to you, in both physical and psychological proximity, would be called INTIMATES. Those persons who are not as close as INTIMATES, but are still at "arm's length," would be called FRIENDS. Those persons in the outer layer of your "world" would be ACQUAINTANCES.

PART I:

1) Now, list the names of two or three persons that would fall in each of those categories. (Place their initials right in the appropriate square.)
2) Make a note of the type of information you would probably be willing to share with them.
3) Now look at the categories of information listed below. Ask yourself: "At what level of relationship would a person have to be in order for me to share this

type of information?" Look at the key word underlined in each sentence and write that word in the outer most appropriate square. For example, if you were willing to tell almost anyone who asked who you voted for in the last election, place the word "vote" in the ACQUAINTANCE block. If you weren't willing to share your daydreams with anyone, place the word "daydreams" in the square entitled SELF. Look at each question carefully and allow yourself to honestly assess how confortable you would feel sharing it with others.

4) At which level of relationship would you be willing to share:

   a) your daydreams

   b) your fantasies for the future

   c) your relationship with your parents

   d) your need to be a leader

   e) qualities that you don't like about yourself

   f) your fears of not being liked by other persons

   g) your fears of failure

   h) things of which you are proud

   i) things that make you happy

   j) your feelings of lonliness

5) Take a few moments to look over your list. Make changes, if necessary.

PART II:

1) At what level would you place the students with whom you interact daily? _____

2) Look at the categories of information that you would be willing to share with people at that level. Would you be willing to share that information with your students? (YES, NO)

3) What type of personal information do you ask your students to share with you? Any of these categories? _____

4) What pattern of sharing exists in your classroom? Reciprocal?

5) What criteria did you use to differentiate between levels of relationship?

_____

6) How private a person are you?

7) Are you willing to share the same information about yourself that you ask from children?

ANALYSIS OF EXPERIENCE:

The basic prerequisite for building trust and openness in the classroom is for the teacher to be genuine or congruent. "Basically this means not being phoney or putting on a front. But it also requires that the teacher be appropriately self-disclosing and willing to be human rather than 'professional.'"* What is "appropriate" disclosure for you? In attempting to model effective Disclosing Behavior it may be helpful to specifically share just "here and how" feelings that are triggered by classroom experiences. By

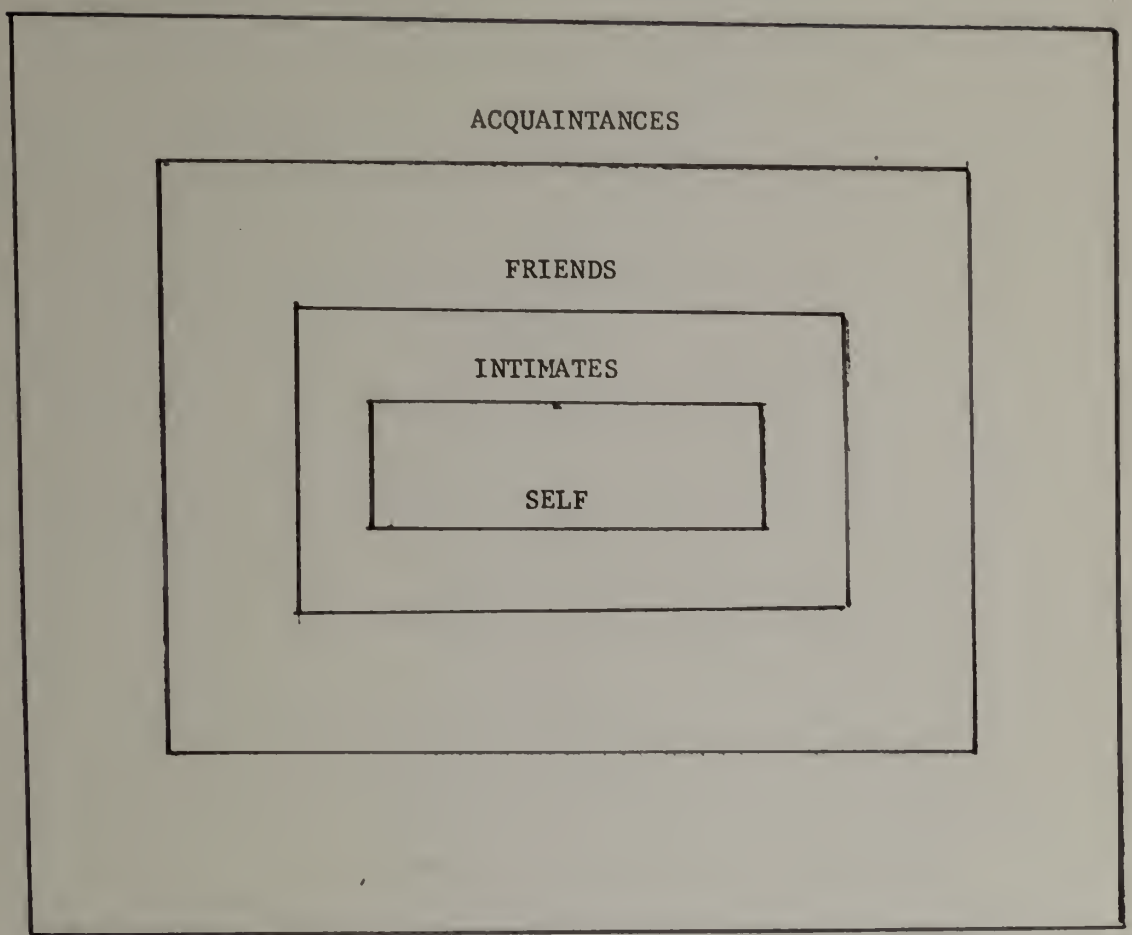
*Stafford, Gene; Roark, Albert, Human Interaction in Education

specifically describing how you feel, you not only help children to develop a "feeling vocabulary" but you also stimulate their own need to describe and share their feelings with you.

What did you learn about your need for privacy; your willingness to disclose information about yourself to your students; what information; how much information; to what degree? How much information can children handle comfortably? What is your motivation for sharing information about yourself? Your effective use of interpersonal communication skills is dependent on your own awareness of yourself and personal comfort with the skills. Try to answer these questions for yourself before you begin to master the behavioral characteristics of the specific skills.

SOURCE: Dr. Sidney Simon

PRIVACY BLOCKS



Observer's Assessment

Disclosing Behavior Checklist #4

Directions: This behavioral checklist may be used in any or all of the following ways:

a) with an observation partner during a live classroom interaction

b) as a self-evaluation guide in conjunction with an audio- or video-taped, live or simulated classroom interaction

c) Pre-assessment and Post-assessment criteria

	Observation 1	Observation 2	Observation 3
I. Creating the Environment			
1) Teacher presented a situation (role play, simulation, open invitation to talk, Magic Circle) that stimulated disclosure. (Describe climate:)			
2) Teacher spontaneously disclosed feelings to students based on observed behaviors. ("When you do _____ I feel _____.")			
3) Teacher responded to students direct request for disclosure. ("How do you feel about that?")			
II. Encouraging and Stimulating Disclosure			
4) Teacher asked the student a direct Inventory question.			
5) Teacher asked the student to expand his/her feeling/thought message(s). ("Would you like to say more?")			

	Observation 1	Observation 2	Observation 3
6) Teacher asked the student to clarify his/her feeling and/or thought messages.			
7) Teacher asked students to express his/her feelings concerning the present situation.			
8) Teacher indicated to the student in a genuinely warm and friendly manner that he/she observed a specific expression (feeling) that the student was displaying and chose to react to it. ("I see you sitting there, looking into space, and I imagine that you are confused.")			
9) Teacher asked student an open-ended question in order to assess his/her comfort level. ("Are you O.K? Do you want to continue?")			
10) Teacher reinforced the student for voluntarily sharing thoughts and feelings.			
11) Teacher extended an "invitation" to say more.			
12) Teacher asked the student to share his/her feelings or reactions to another student's comments and/or behavior.			
13) Teacher responded directly and honestly when a student asked a question regarding the teacher's opinions and feelings about a particular event.			
14) Teacher used the pronoun "I" when disclosing personal reactions.			
15) Teacher helped the student to use "I" messages.			
16) Teacher recognized the student's option to "pass."			
17) Teacher seemed to press the student to share personal information.			
18) Teacher helped a student disclose his/her feelings towards another personal directly.			

Disclosing Behavior Checklist #4
(Teacher's Perceptions of Students' Behavior)

The following checklist may be used by the teachers as a guide in observing the effect that their patterns of interpersonal communications are having on their students.

Objectives for students and teachers are:

--to increase one's disclosure of thoughts and feelings to oneself and others

--to increase one's ability to accurately describe one's affective states to oneself and/or others as measured by the following variables:*

	Observation 1	Observation 2	Observation 3
1) Increased number of times that students verbally express feelings			
2) Increase in the range of emotions described in the classroom			
3) Increase in the frequency in which emotions are expressed overtly			
4) Students express awareness of complexity of describing feelings			
5) Students ask for clarification of other students' feelings			
6) Students ask for clarification of teacher's feelings			
7) Increase in the number of "I" messages used by teacher and student			
8) Increased congruency between verbal statements and nonverbal behaviors			

	Observation 1	Observation 2	Observation 3
9) Students express awareness of polarities that exist among personal thoughts and feelings			
10) Decrease in students exercising the option to pass			
11) (In a structured situation) increase in the number of times students volunteer to disclose feelings and thoughts			
12) Decrease in the number of times students interrupt each other during a disclosing exercise			
13) Increase in students' use of direct eye contact while engaged in conversation			

* Adapted from the Ford Foundation Psychological Curriculum Project, Gerald Weinstein, Director, Center for Humanistic Education, University of Massachusetts, Amherst, Mass. (1971).

Cluster II: Eliciting Students' Expressions of Feelings
Enabling Element Number 2: Inventory
Prerequisites: Cluster I

Skill Description #2 Inventorying

To become aware of one's feelings requires that an opportunity be provided for consciously considering what is going on inside of oneself--an opportunity for introspection. Questions which elicit student expressions of feelings--which bring to the surface an awareness of their thoughts, feelings and behaviors, are called Inventory Questions.

The inventory skill is not used as a means for gathering extensive psychological data about the student. It is not meant to be analytical, for the teacher is not a therapist. Rather, the inventory skill is employed to bring out the student's feelings in order that he can consider them for himself. In addition, the skill is not meant to cause students to analyze why they feel the way they do. It encourages the individuals to reflect upon "their behavior and their inner experiences with a minimum of obstructive self-judging, defensiveness, or ambitious striving for results." Therefore the inventory skill is a tool for helping individuals bring to a level of awareness the thoughts, feelings and behaviors that are occuring at the present time. It is not concerned with eliciting past memories or future speculation. It is focused on the here-and-now feelings concerning the self and one's external environment. It asks the basic question: "What is happening inside of me now?"

How can the teacher aid the student's self-observation process?

Weinstein (1972) states that self-observation can be broken down into three basic areas: (1) feelings or sensations, (2) thoughts, and (3) actions or behaviors. Therefore, Inventory Questions should be aimed toward having the student become aware of each of these three components of his emotions. Specifically, inventory questions ask:

1) What am I thinking, feeling, doing?

2) How, when, where did I respond?

The kinds of questions the teacher might ask to elicit expressions of feeling would be:

1) What sensations and feelings are you experiencing?

2) Where in your body are you experiencing them?

3) How intense are they?

To have the student consider the thoughts accompanying the feelings, the teacher would ask such questions as:

1) What were you saying to yourself as you felt this?

2) What sentences were (are) running through your head?

3) Were (are) you having any fantasies?

4) If so, what were (are) they?

Finally, the teacher should attempt to help the student consider his unconscious actions connected with the feeling or emotion under discussion. This can be effected by asking such questions as:

1) What did you do with your body?

2) What expression was on your face?

3) How did you behave?

4) Did you talk or remain silent?

5) Were you aware of what your body was "saying" during the conversation?

6) Did you feel "uptight" as you were speaking?

One question from each of these areas should suffice to enable the student to observe his emotions, to get in touch with his feelings. Once the teacher is satisfied that the student is in touch with his feelings, the inventory contact should be terminated.

The inventory skill may be used in both one-to-one dialogues and in small group discussions. In the latter situation, the inventory skill may successfully reinforce the individual's listening ability which is so crucial in this affective model. The students will begin to listen more effectively to themselves and they will also be more aware of the responses of the other group members. They will hear the similarities and differences that exist among other people's emotional responses.

Another added component of this skill is the development of an affective or "feeling" vocabulary. The student will "learn" words that will specifically define and describewhat is happening inside of him--and will make him more aware of his total "self." In order to maximize the success of this inventory skill, the classroom climate must reflect an aura of openness--a feeling of trust. Students will share only when they feel that their comments will not be met with censor or reprimand. For an Affective Vocabulary list, kindly refer to the Appendix.

Learning Activity #1 (Inventory)

NAME: HERE and NOW WHEEL

OBJECTIVE: To become aware of one's own internal thoughts, feelings, and physical sensations as they are experienced in the HERE and NOW, to the extent that you can complete a minimum of three HERE and NOW WHEELS.

PROCEDURE: On the following pages you will find diagrams composed of three circles which have been divided into quarters. Either before and/or after significant personal or classroom encounters, complete one diagram.

a) Circle I - Here and Now Thoughts

In each of the quadrants write one sentence that describes exactly what you are thinking in anticipation or, as a result of a personal experience. What are the sentences, or dialogues that are occurring? For example, if you know that you have to face an irate parent at 3:00 who is coming to speak with you regarding the current status of her/his daughter's work, you may be thinking:

Example:

I. "Oh, no, not her/him again."

II. "I have to be at the doctor's by 3:30."

III. "I have to think of something nice to say."

IV. "I wonder if she/he will bring the other kids."

b) Circle II - Here and Now Feelings

In each quadrant of the second circle place one word that describes your present feelings. Now take one of those words and expand it into several sentences.

Example:
I. "put upon"
II. anxious
III. annoyed
IV. questioning

Example: "I feel put upon because she comes to visit me so often. I wonder if she doubts my competence as a teacher."

c) Circle III - Here and Now Physical Sensations

Again, place a "descriptor" in each of the quadrants. Take one descriptor and develop it into several sentences.

Example:
I. fidgety
II. sweaty
III. stomach "talking"
IV. pacing

Example: "I feel so fidgety that I can't sit still. I wonder if I am more nervous about seeing the doctor than I am about meeting the parent."

Complete three separate Here and Now Wheels that inventory three separate experiences.

ANALYSIS OF EXPERIENCE: How easy or difficult was it for you to inventory and describe your internal thoughts, feelings and physical sensations? Which was the easiest/most difficult to describe? What did you learn about yourself as a result of the experiences? How could you adapt such an experience for your classroom use?

SOURCE: Gerald Weinstein

HERE AND NOW WHEELS

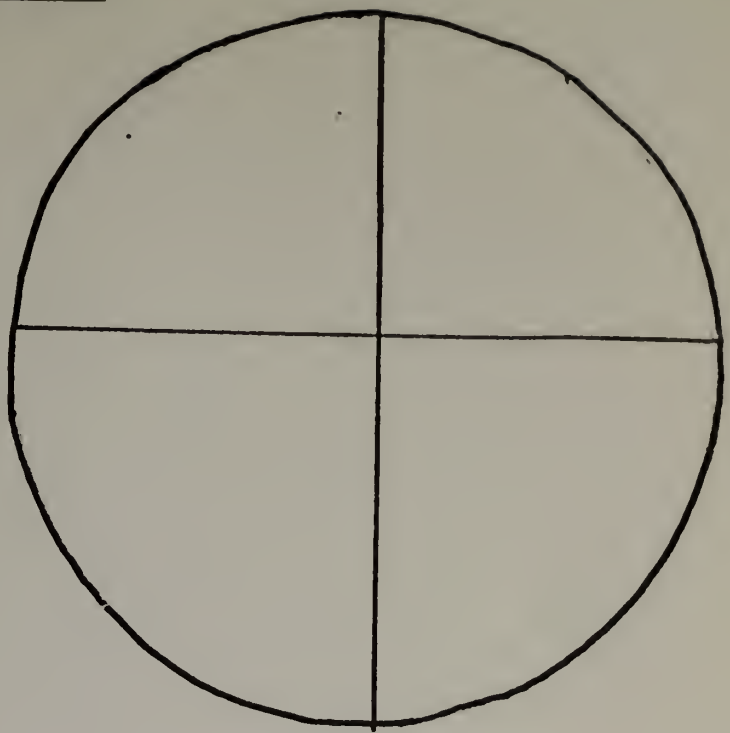
I. Here and Now Thoughts

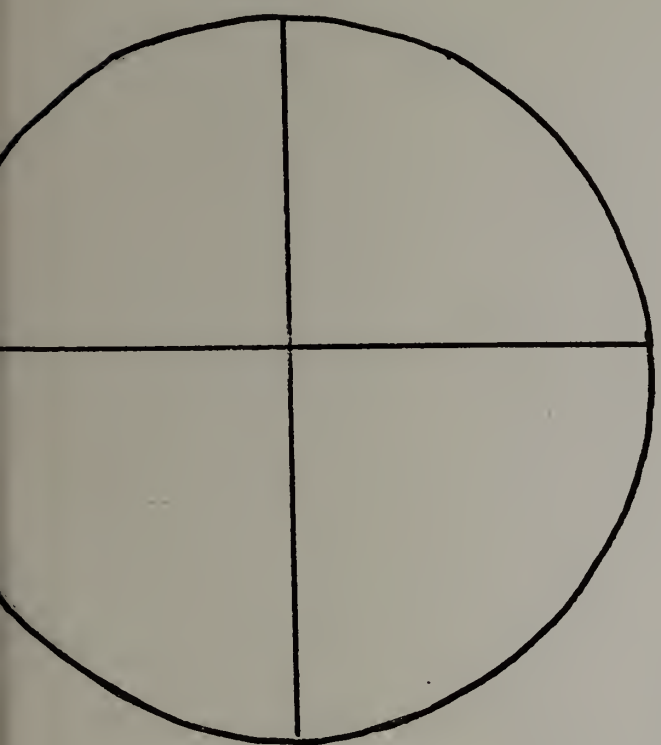
Expanded Sentences:_____

_____

_____

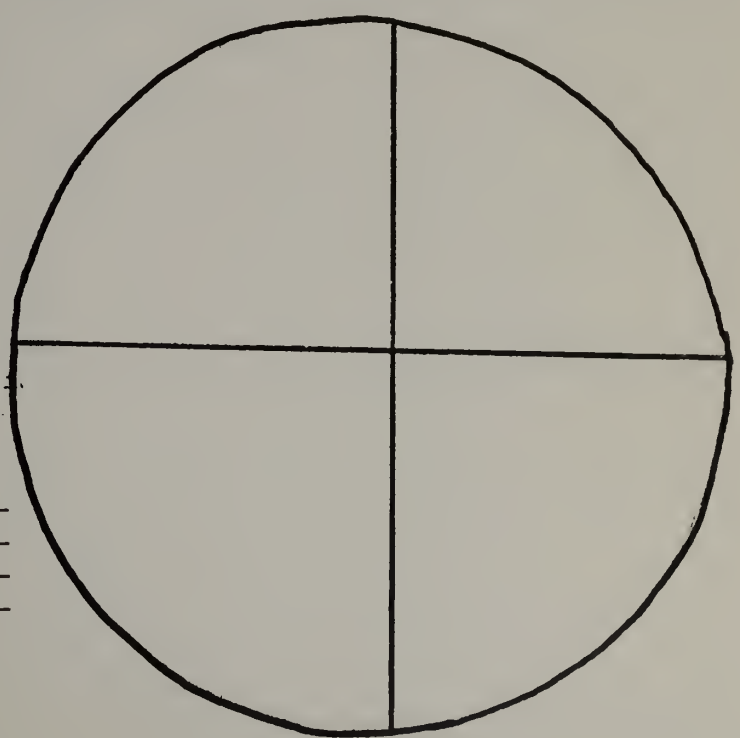
_____





II. Here and Now Feelings

Expanded Sentences:_____



III. Here and Now Sensations

Expanded Sentences:_____

_____

_____

_____

Learning Activity #2 (Inventory)

NAME: Personal Journal

OBJECTIVE: Increase awareness of your internal feelings and sentences (dialogues) to the extent that you can keep a personal (daily) journal of these thoughts and feelings.

PROCEDURE: In any notebook, diary, log, write daily, weekly entries describing:

a) the setting (location, people involved, general description of the environment)

b) the incident (experience) that stimulated a personal emotional reaction

c) the specific inventory questions that you asked yourself in order to clarify your thoughts and feelings

d) personal responses (feelings, sentences, etc.)

The journal entries are personal and need not be shared with anyone. You may also choose to do the Here and Now Wheels (Activity #1) and include them in your journal.

ANALYSIS OF EXPERIENCE: Developing awareness of internal thoughts and feelings and further being able to describe such thoughts and feelings to yourself and others are processes that develop over time and with consistent practice. A record of such experiences, charted over a period of time will help you to gain insight into your own growth and experiences. Allow yourself to periodically review your entries and ask yourself what patterns of behavior seem to emerge? What specific thoughts and feelings? How do your word and body messages reflect these internal thoughts and feelings? Are you conscious of the sentences that are going through your mind?

Observer's Assessment

Inventorying Behavior Checklist #5

I. Environmental Descriptors: Based on your direct observations, which of the following elements appeared to be present?

	Observation	Observation	Observation
1) Teacher had direct eye contact with student.			
2) Teacher's body seemed to be relaxed.			
3) Teacher's manner was confrontive and/or evaluative.			
4) Students' body movements indicated discomfort with questions.			
5) Teacher was involved in one-to-one dialogue.			
6) Teacher appeared to be genuinely interested in students' responses.			
7) Teacher seemed to be listening carefully to students' responses.			
8) Students seemed to be confused by Inventory question.			
9) Student asked teacher to end dialogue.			
10) Teacher "checked out" students' comfort levels with the questions.			
II. STIMULATING AND ENCOURAGING INVENTORYING			
11) Teacher asked Inventory question as a result of a direct classroom experience (seeking personal reactions).			
12) Teacher asked student to inventory feelings. ("How do you feel about that?")			
13) Teacher asked student to inventory thoughts.			
14) Teacher helped students to see association between feelings and resulting behaviors. ("When you feel angry, how does your body show it?")			

	Observation 1	Observation 2	Observation 3
15) Student asked teacher a direct Inventory question.			
16) Teacher shared personal reactions to students' responses. ("I feel that way sometimes.")			
17) Teacher ended dialogue abruptly.			
18) Teacher prolonged the dialogue by asking too many questions.			
19) Teacher probed the students for more information.			
20) Teacher asked the student "why" he/she thought/felt that way.			
21) Teacher reprimanded student for disclosing "inappropriate" feelings. ("You shouldn't feel that way; that's bad.")			
22) Teacher helped the student use "I" messages in describing feelings. ("I feel . . .")			
23) Teacher helped the students to see similarities or differences that exist among their feelings. ("Who else in this group felt this way?")			

Inventorying Behavior Checklist #5
(Teacher's Perceptions of Students' Behavior)

Objectives for students and teachers are:

--to increase one's awareness of internal thoughts (sentences, dialogues), feelings, physical sensations

--to increase one's ability to verbally describe these thoughts, feelings and sensations to oneself and/or others as measured by the following variables:

	Observation 1	Observation 2	Observation 3
1) Increase in the number of times that the student verbally described <u>feelings</u> as experienced in the "here and now"			
2) Increase in the number of times that the student verbally described internal <u>thoughts</u> as experienced in the "here and now"			
3) Increase in the number of times that the student verbally described physical sensations as experienced in the "here and now"			
4) Increase in the number of "I" messages used by the student			
5) Increase in the <u>clarity</u> with which the student described internal thoughts, feelings and physical sensations			
6) Increase in the number of "descriptors" used (affective vocabulary)			
7) Students demonstrated increased ability to verbalize what one has learned about oneself (new self-insights)			
8) Students demonstrated an increased willingness to talk about themselves to teacher and/or other students			

	Observation 1	Observation 2	Observation 3
9) Students demonstrated either verbally or nonverbally an increased comfort level in inventorying and disclosing internal states			
10) Students made statements in which they differentiated between thoughts and feelings			
11) Increased number of references made by students in linking what they have learned about themselves in class to outside experiences			
12) Increase in the number of times students spontaneously ask other students inventorying questions			
13) Decrease in the number of critical or negative comments (killer statements) made by students to one another			
14) Increase in the number of times students voluntarily described bodily reactions			

Cluster II: Eliciting Students' Expressions of Feelings
Enabling Element Number 3: Feedback
Prerequisites: Cluster I

Skill Description #3: Feedback

Everything that we say or do, both verbally and nonverbally, communicates messages to those around us. When people share with us their reactions to or perceptions of our behavior, they are giving us feedback. This feedback serves as a tool for clarifying any misperceptions and thus strengthens the flow of effective interpersonal communication. The skill of giving feedback requires us to accurately describe observed behaviors (as defined in Responding Behavior - Cluster I), and to also include our personal reactions to the experience. Feedback allows us to describe what we have seen and heard the speaker say and do as well as giving our personal reactions to that behavior, as it effects us. The previously-mastered skill of Paraphrasing (Responding Behavior - Cluster II) can most effectively be used during the giving of feedback to another individual.

Feedback allows us to: (1) see ourselves as others see us; (2) clarify any misperceptions between speaker and listener; (3) match more accurately our verbal and nonverbal behavior; (4) match more accurately our external behaviors with our intentions.

Since the skill of feedback involves a minimum of two persons, the giver and the receiver, certain critical factors must be considered. Both the giver and receiver must evaluate the degree of openness and trust that exist in their relationship. They must assess their own willingness to take risks. The giver of feedback must be sensitive to

how the receiver will react and how much feedback information may be given. Often times there may be a difference between how much information is transmitted and the actual amount heard or accepted by the receiver. Since receiving information about ourselves is not an easy or natural occurance, we often establish hearing blocks and selectively listen to the comments, hearing only that which we choose to hear. Therefore, the receiver of feedback will need to paraphrase the messages to further ensure communication. It would be helpful to both parties involved if they shared their reactions to total experience. Was the feedback helpful to the receiver? Did it provide accurate information? Did it provide new insight for the receiver concerning behavior and motivation?

Listed below are guidelines for effective feedback.

1) It depends on the readiness of the receiver. Present the feedback only after you are assured that the receiver is ready to accept it. Is there a bond of openness and trust?
2) It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or not to use it as he/she sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.
3) It is descriptive rather than interpretative. Give a clear report of the facts and the observed data. Do not ask about why an event occurred or give your interpretations of what occurred. Feedback is not meant to be analytical. It is left to the receiver of the feedback to derive his or her own interpretations and the motivation for the specific behavior.

4) It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or face attack from you." Use quotes and give examples of specific behaviors.

5) It takes into account the needs of both the receiver and giver. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end. Will the feedback help the receivers to gain insight into their own behaviors and help them to communicate more effectively? Are we being genuinely helpful? What are our own motivations for giving the specific feedback? Are we using the situation in order to get the receiver to do something for us?

6) It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some short-coming over which he has no control.

7) It is solicited rather than imposed. Feedback is most useful when the receivers themselves have formulated the kinds of questions which those observing them can answer, and they ask directly for feedback.

8) It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

9) It is checked to insure clear communication. One way of doing

this is to have the receiver try to rephrase the feedback he has received is to see if it corresponds to what the sender had in mind.

10) It should include your personal reaction. "When you did _____, I felt _____." Often times it is the personal reactions of others to our behaviors that we are more concerned with, rather then just the behavioral descriptions.

11) It is not a demand for change. The information is simply reported to the receiver and the ultimate choice to change or modify his behavior is left to him.

12) It does not overload the receiver with too much feedback information. Select the most critical incidents and your personal reactions to them and share only those with the receiver.

13) It focuses on the behavior that has just occurred. Don't interject behavior descriptions that occurred in the past, like: "I remember when . . ."

14) It is not a game of "one-upmanship." Both the giver and receiver of the feedback would gain tremendously from mutual sharing and continuous perception checks of each other's messages.

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions; and it is a means of establishing one's identity - for answering "Who am I?"

Another helpful guide in giving feedback is the use of "I" messages. Remember that feedback is a tool for "checking out" your perceptions of the situation. You do not know if in fact your perceptions are accurate

and you don't want to force them on the speaker. By using "I" messages you are communicating: "This is what I heard (saw, felt); does it match your perceptions of yourself, or your original intentions?" The student is placed in a less defensive position and has the choice of changing or not changing the behavior.

Learning Activity #1 (Feedback)

NAME: Feedback Simulation

OBJECTIVE: To explore your personal comfort level in being able to give and receive feedback to the extent that you complete the following Feedback Simulation and the accompanying Questionnaire.

PROCEDURE: The following simulation will allow you and your partner to engage in a series of interactions or experiences through which you will be able to give and receive feedback from each other regarding your behaviors. You may choose to work with a peer, a personal friend, or a student. In any case, you both will be asked to complete the enclosed questionnaire.

1) After a partner has been selected, designate one person as "Participant A," and the other person as "Participant B."

2) Participant A will provide verbal instructions to his/her partner for drawing the picture of the give rectangles as shown in Rectangle Arrangement #1. (Please make sure that your partner does not see the drawing.) You must describe the design as you see it on your paper and explain to your partner how it can be duplicated.

3) Your partner may ask any type of question and/or make any comments that he/she feels will be helpful in reaching the goal of drawing the five rectangles correctly. Any type of verbal communication can be used between you that will facilitate the process. However, neither of you can use nonverbal cues, such as hand gestures, "sky writing," etc.

4) Your partner may take as much time as necessary to complete the task.

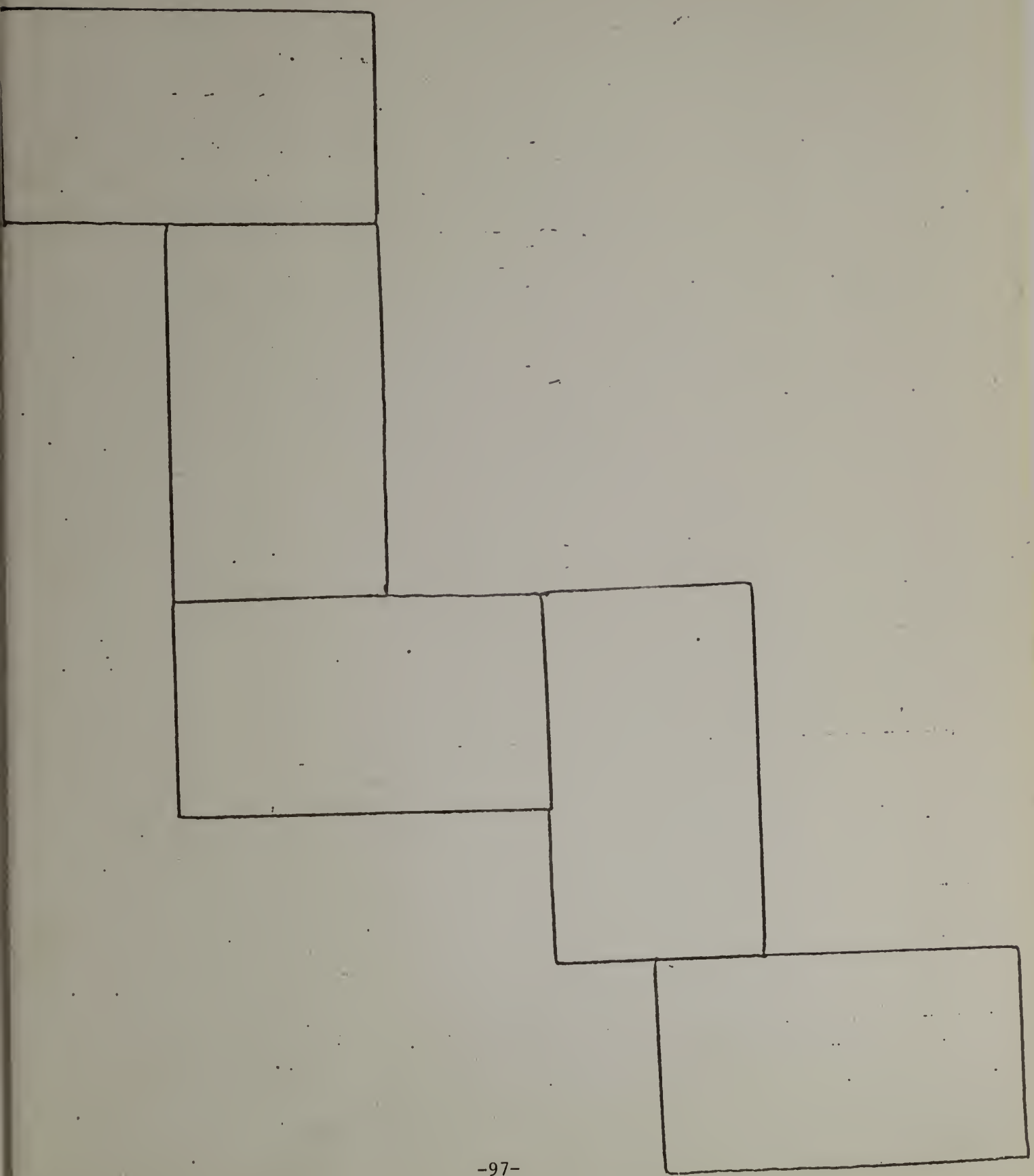
5) When your partner has completed the task, ask him/her to complete the enclosed Feedback Questionnaire #1. At the same time, you will also need to complete Feedback Questionnaire #2.

6) Share the information from the Questionnaires with each other in order to "check out" each other's perceptions of the experience.

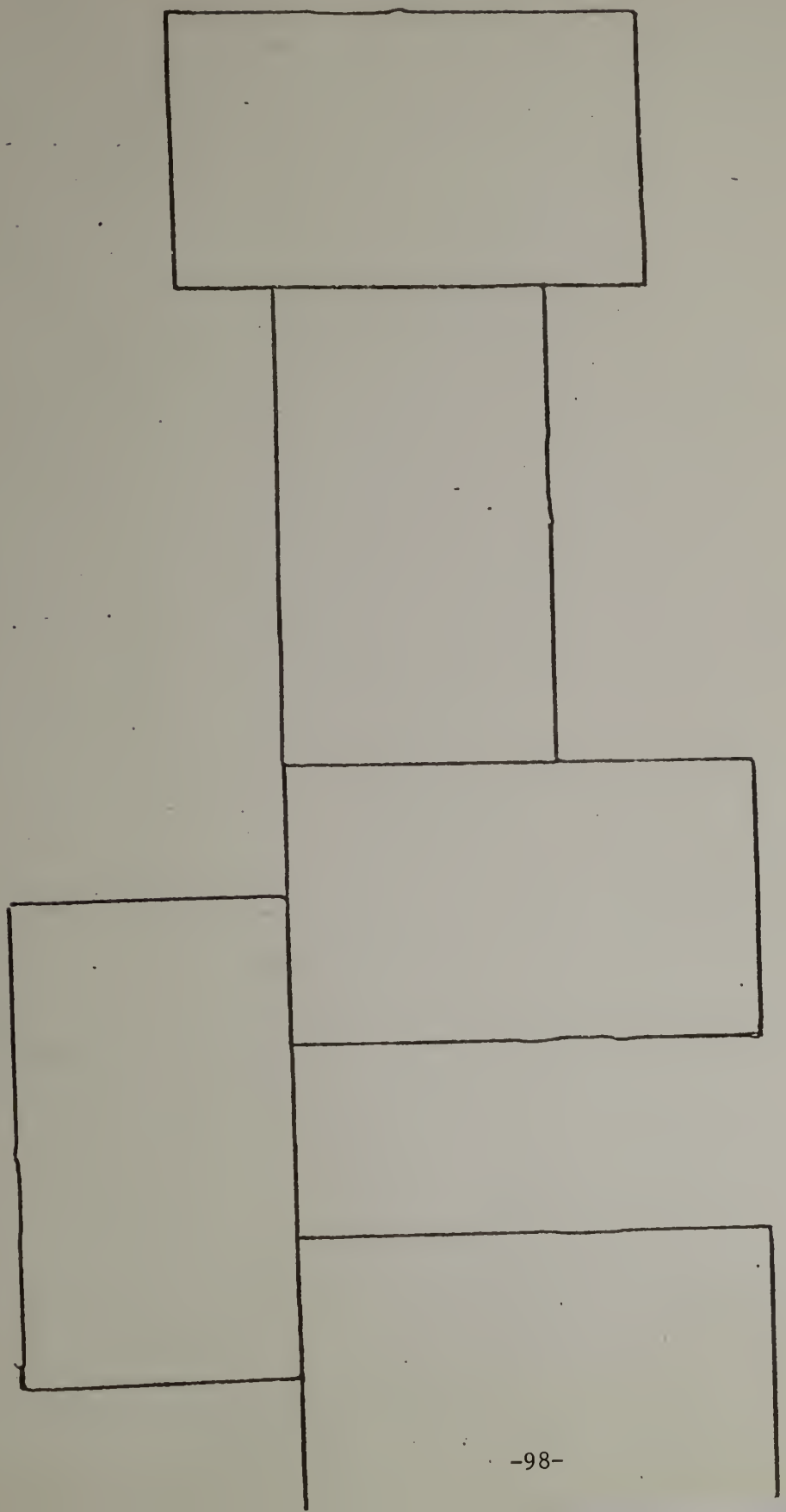
7) Now switch places with each other. Using Rectangle Arrangement #2, complete the task as described above.

8) At the end of the second experience complete the bottom portion of your Feedback Questionnaires and again share the information with each other.

Rectangle Arrangement #1 - For Situation #1



Rectangle Arrangement #2 - For Situation #2



Feedback Questionnaire #1

Part I (To be completed after Experience #1)

1) Place yourself on the following continuum in regard to your feelings during the experience.

Very uncomfortable and frustrated

Somewhat uncomfortable and unsure of what I was doing

Quite relaxed and confident in what I was doing

2) What were the specific behaviors of your partner that made you feel this way?

1)

2)

3) How comfortable do you think your partner felt in giving directions? Please describe.

- -

Part II (To be completed after Experience #2)

1) Place yourself on the following continuum in regard to your feelings during the experience.

Very uncomfortable

Somewhat comfortable

Quite relaxed and confident

2) Describe your style of giving directions (frustrating, supportive, clear and slow, confusing, relaxed, etc.). How effective were you?

3) What nonverbal cues of your partner did you attend to while giving directions

1)

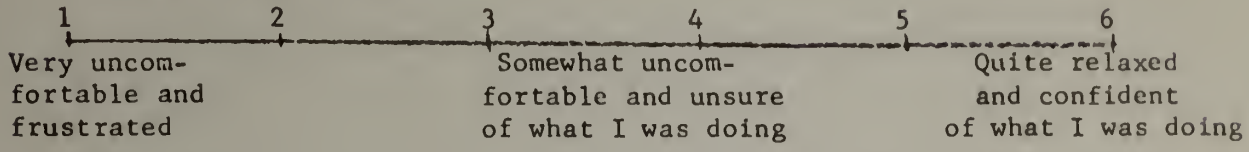
2)

How do you imagine he/she felt during the experience?

Feedback Questionnaire #2

Part I (To be completed after Experience #1)

1) Place yourself on the following continuum in regard to your feelings during the experience.



2) What were the specific behaviors of your partner that made you feel this way?

   1)

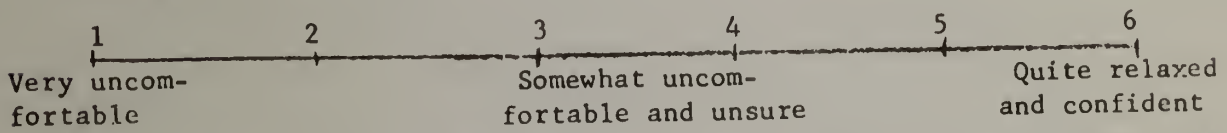
   2)

3) How comfortable do you think your partner felt in giving directions? Please describe.

- -

Part II (To be completed after Experience #2)

1) Place yourself on the following continuum in regard to your feelings during the experience.



2) Describe your style of giving directions (frustrating, supportive, clear and slow, confusing, relaxed, etc.). How effective do you think you were?

3) What nonverbal cues of your partner did you attend to while giving directions?

   1)

   2)

How do you imagine he/she felt during the experience?

Feedback Behavior Checklist #6

Directions: This behavioral checklist may be used in any or all of the following ways:

a) with an observation partner during a live classroom interaction

b) as a self-evaluation guide in conjunction with an audio/videotape, live or simulated classroom interaction

c) Pre-assessment and Post-assessment criteria guide

	Observation 1	Observation 2	Observation 3
I. Creating the Environment			
1) Teacher presented a situation (role play, simulation, open invitation to talk, Magic Circle) that stimulated opportunities for disclosure and feedback.			
2) Teacher spontaneously gave feedback to students in reaction to observed behaviors.			
3) Teacher responded to students' direct questions for feedback.			
II. Characteristics of Feedback			
4) Teacher asked student if he/she wanted feedback regarding observed behaviors. ("Do you want to know what I think, feel, see?")			
5) Teacher asked for feedback from students regarding the effects that his/her behavior had on the students. ("When I said that to you, what were you thinking, feeling?")			
6) Teacher accepted student feedback without rebuttal. ("I understand how you feel about that.")			

	Observation 1	Observation 2	Observation 3
7) Teacher asked students for clarification regarding their feedback to him/her. ("I'm not quite sure I understand how you feel. Could you say more?")			
8) Teacher described specific behaviors to students.			
9) Teacher evaluated students' behavior.			
10) Teacher's comments focused on specific behaviors that were occurring at the present time.			
11) Student asked teacher for specific feedback.			
12) Teacher interpreted students behavior. ("You probably did that because you were angry.")			
13) Teacher used the pronoun "I" each time he/she began to give feedback.			
14) Teacher asked students for reactions to his/her feedback comments.			
15) Teacher reflected back students' expression of feeling and asked for accuracy of interpretation. ("Do you agree with my interpretation?")			
16) Teacher asked clarifying questions. ("Say back (to me) what you thought you heard me say.")			
17) Teacher presented too much feedback information.			
18) Teacher paraphrased the students' thoughts and feelings.			
19) Teacher paraphrased the students' thoughts, feelings and behaviors and added personal reactions.			

	Observation 1	Observation 2	Observation 3
20) Teacher asked students <u>why</u> they imagined they acted in specific ways.			
21) Specific Feedback Sentences that the teacher used were:			
1)			
2)			
3)			

Feedback Behavior Checklist #6

Directions: Please complete the following questions.

1) Motivation: I felt it was important to provide feedback to the student regarding his/her behavior because:

2) Timing: Conditions that made it appropriate to give feedback were:

3) Two things that I considered (concerning the nature of the receiver) before giving feedback were:

   1)

   2)

4) The reactions of the receiver to the feedback were:

5) Specific ways that I "checked out" the receiver's reactions to the feedback were: